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SUPERVISOR APPROVAL

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I, PhD. Verónica Chicaiza, holder of the I.D No. 171510632-2, in my capacity as supervisor of the Research dissertation on the topic: “Real Context Activities and Oral Skill” investigated by Mr.: Christopher Damian Paredes Guevara, with I.D No. 180503439-2, confirm that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled “Real Context Activities and Oral Skill” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.

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DEDICATION

To:

I dedicate this research project to all my loved ones, especially to my parents Rosa and Jaime, and my sisters Aracelly and Liliana who were the fundamental pillar to achieve this goal in my life since they were always in good and bad times throughout this stage both financially and emotionally. They guided me on the path of this journey.

To all my aunts, Sonia, Veronica, Mónica, Ana and Magdalena who treated me like another son and never turned their back on me when I needed it most.

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Christopher

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE: "Real Context Activities and Oral Skill"

AUTHOR: Christopher Damian Paredes Guevara

TUTOR: PhD. Verónica Elizabeth Chicaiza Redin

ABSTRACT

The current research study is aimed to analyse the effect of real context activities in the development of oral skill in students from the second semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" major at Universidad Técnica de Ambato. The study had a quasi-experimental design and had a population of 39 students. This study took three weeks to intervene in four online sessions via Zoom. At the beginning of the intervention, the students took a pre-test to measure their oral skills which indicate some deficiencies when speaking, specifically it was 2.62 out of 5. Then, learners were taught by implementing real context activities following the coursebook activities to promote meaningful language and give students the opportunity to practice their oral ability in a freer way. Once the interventions were finished, the students took a post-test to determine the students' progress, which indicates a progress of 3.32 out of 5. It is important to mention that the results showed a remarkable progress of 0.61 between both samples to validate the hypothesis verification and determine the proportion of the research. Therefore, it had a positive impact on students' oral skill.

Key words: Real Context Activities, oral skill, meaningful language.

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TEMA: "Real Context Activities and Oral Skill"

AUTOR: Christopher Damian Paredes Guevara

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RESUMEN

La presente investigación tiene como objetivo analizar el efecto de las actividades del contexto real en el desarrollo de la habilidad oral en estudiantes del segundo semestre de la carrera de "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. Se llevó a cabo utilizando un diseño cuasi-experimental y tuvo una población de 39 estudiantes. Este estudio tiene una duración de tres semanas con cuatro sesiones en línea a través de Zoom. Al inicio de la intervención, los estudiantes realizaron una prueba previa para medir sus habilidades orales que indican algunas deficiencias al hablar, específicamente fue 2.62 de 5. Luego, se enseñó a los estudiantes implementando actividades basadas en contextos reales siguiendo las actividades del libro de texto para promover lenguaje significativo y brindar a los estudiantes la oportunidad de practicar su habilidad oral de una manera más libre. Una vez finalizadas las intervenciones, los estudiantes tomaron una prueba posterior para determinar el progreso de los estudiantes, lo que indica un avance de 3.32 sobre 5. Estos resultados mostraron un avance de 0.61 entre ambas muestras para validar la verificación de hipótesis y determinar la proporción de la investigación. Por lo tanto, tuvo un impacto positivo en la habilidad oral de los estudiantes.

Palabras clave: Actividades basadas en contextos reales, habilidad oral, lenguaje significativo.

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CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

In the present research, it was considered previous studies related to Real Context Activities and Oral skill which served as resources to establish relation between the variables. In this case, the low level of oral skill was the main problem since it is one of the crucial skills to unfold in English language.

Munévar (2017), conducted a research study aimed to improve the students'communicative, specifically in the development of oral ability. The methodology used in this study is based on a qualitative desing because the data was collected considering the students' journals, teacher's journal and video recordings of 7th grade students at "Diego Gomez de Mena", localed in Bógota, Colombia. The findings showed that the contextualized tasks help them to increase their communicative abilities. In addition, the students evidenced that the tasks based on real-world contexts help them to increase their confidence since they could express situations and aspects of daily life. This research supported the present research because it showed how effective it is to induce students under contextualized activities. However, it is important to mention that the population of this research is different from that of the present study, however both were similar in terms of the activities that are applied to promote meaningful language learning.

Hwang and Chen (2011), aimed to investigate the benefits of situational learning providing students the opportunity to practice their speaking skills in familiar contexts. Like for example, a lunch during recess. For this, it was necessary to design activities that fulfill the function of placing students in familiar situations. It was based on a experimental design in which two groups participated. The first was the experimental group, they learnt through contextualized topics (e.g buying food). On the contrary, the experimental group learned without real context support or common topics. After the treatment, the findings showed that the experimental group outperformed notably the control group since the learnes under the treatment noticed that the practice of speaking English in daily familiar situations helped them to increase their conficende when speaking. Consequently, this research supported the present study because it

demonstrated that the implementation of activities in which the students are familiarized can enhance students' ora skills since they were able to speak by interacting with their classmates without feeling a lot of streess. Besides, the accustomed or universal themes encouraged students to make learning more interesting and less so boring.

Another research led by Purnawati (2019), aimed to determine the effectiveness of real-world tasks to enhance students' speaking ability. The population considered to apply this research were the seventh year students of Mts Al-Madaniyah Institution, located in Mataram, Indonesia. The researcher applied an experimental method, a control group and an experimental group were considered as study subject. The treatment consisted of including activities where the language is contextualized and aimed to real-world situations. Besides, it was necessary to apply a speaking test to measure students' oral skill. Finally, the results of equal variances showed that there was a difference between both groups, that is, real world task technique had a possitive impact on the experimental group. Consequently, this research contributed to get positive perceptions to the present study because demonstrated that the implementation of activities based on real contexts foster the verbal communication inside the classroom.

Suárez-Mosquera and Guailla-Guaranga (2019), carried out a research sought to investigate whether the implementation of communicative activities improve the speaking skill. Two groups of adults were taken into account to conduct this study. The research design used in the investigation was experimental since in the treatment group were taught by the implementation of communicative activities. These activities mainly contained tasks such as roleplays, storytelling and so on, whereas the control group was taught by the regular syllabus. At the end of the whole study, the results showed that the application of communicative activities improved the students' oral ability in the students of the experimental group. Moreover, this research study had great impact on the present study due to it provides some activities that can be contextualized for communicative purposes, for example, roleplay since this activity simulated situations in which learners take an imaginary or real role in different situations of daily life.

Similarly, Arroba, (2021) conducted a research study aimed to determine the efficiency of authentic digital storytelling as a powerful strategy to improve the oral skill in EFL

environments. The methodological procedure followed a quantitative paradigm and a survey which was applied firstly in order to know the student's perceptions of the activities carried out in classes. Based on the survey information, authentic digital storytelling was introduced to determine if this activity helps students to develop oral skills. Additionally, a pre-test and a post-test were applied using a rubric that assesses aspects such as organization, delivery mode, quality of language and message. Consequently, the results showed that digital story telling has improved remarkably students' oral ability. Therefore, this study had impact in the present research because it determined the importance between storytelling and oral skill. Specifically, personal storytelling fostered learners to tell their personal experiences which was important to express freely. Likewise, this activity provided a strong perception about authenticity in the classroom because the learners felt confident when speaking due to their stories were legitimate.

Likewise, Ozverir and Herrington, (2011) in their study aimed to argue that the key to achieve solid knowledge in students is a balance between authentic activities and complex tasks. The study will target pre-university level EFL learners and during this process, problem-solving activities were considered to provide authentic opportunities to enhance the oral ability. The methodology used in this paper was descriptive and look for contrast that regular tasks do not reflect the authenticity of real life. In the light of the study, the researchers argued that the tasks focused on developing the communicative competencies must be relevant to real-world contexts and target to achieve real authenticity in the classroom. Hence, this paper had a great impact on the present study because it argues the use of authentic activities with the use of regular activities in the classroom.

A research carried out by Ramírez and Artunduaga, (2018) aimed to find out the effects of the implementation of authentic tasks in the development of oral production. The methodology used to conduct this study was a qualitative approach. In addition, this research was carried out with tenth-level students of a Colombian public high school. Consequent to this study, the results give rise to an increment of teachers' encouragement to apply authentic activities in classes to involve learners in significant learning because the learners practiced their oral skills by doing activities that put real communicative demands on them as native speakers do in everyday life. Therefore, this study was

important to conduct the present research since the students were able to increase their oral skill through meaningful tasks.

Puspitorini (2018) conducted an investigation with the objective of investigating the influence of the roleplay technique. The population considered in the study was 62 students (2 classes). The experimental group was the first class, and the group control was the second class. The methodology applied was quasi-experimental research and the research design occupied only a post-test after the whole process. Once the findings were gathered and analysed by statistic procedures such as Pearson correlation, alpha scale, and Kolmogorov Smirnov. The results indicated that the influence of using role-play as a teaching technique makes a difference of 74,3% against the beginning results before implementing role-play technique. This research supported the present one because the use of role-playing might be used to place students in real contexts of daily life since each student can recreate a character or situation that occurs commonly in society. In addition, learners can get the sense of using language for communicative purposes outside the classrooms. It is important to mention that the population of this study is different from the present one but the technique could be applied as well.

In his research Gutíerrez (2005) sought to describe the role of interactive activities in learners' oral. The population considered in this study was a group of 10th-grade students at the Institution Distrital Britalia in Bogotá, Colombia. It started from an analysis through questionnaires to inquire about students' experiences when speaking English. Moreover, observation technique was applied in order to know what the students' attitudes and feelings regarding speaking skill. The lesson plans were designed considering interactive tasks as free conversation. At the end of the study, the direct observation showed the improvement in the oral communication skills of students. This study was valuable for the present one due to the activities applied were designed to give students the opportunity to interact with each other in different circumstances. It is necessary to mention that the implementation of interactive and communicative tasks in pedagogical practices let students to interact in different context using the English language with the objective of developing and improving the oral production.

Namaziandost, (2019) carried out a study aimed to compare the effect of implementing information-gap activities on learners' oral fluency. To conduct this study, three groups of Iranian intermediate EFL students were chosen to apply the treatment and one more group was selected as a placebo (control group). The intervention consisted in applying reasoning-gap, opinion-gap, and information gap activities whilst the control group took a regular class. A pre-test was used to know the learners' English level. After the treatment, a post-test was used in order to measure the effects of first variable on speaking fluency. Variance Analysis or well-known ANOVA showed that the experimental groups overcame the control group on the post-test. Moreover, the results showed that information gap activity was more effective that reasoning-gap and opinion-gap activities. In short, the author suggested that these results might help teachers to facilitate the speaking skill. Thus, this research clearly demonstrate that the use of gapping activities enhances the oral production of students, especifically, information gap activities which incorporate authentic communication and situations of real life. It means, that information gap activity gives learners the opportunity to use English for language functions such as, asking for directions, inquiring for information and so on.

Darrel, (2019) led research aimed to examine the effectiveness of two distinguished classroom activities. Specifically, speeches and roleplay in order to enhance communicative competencies of first-year students at a preeminent university in Tokyo, Japan. The methodology applied in this study was experimental where the researcher designed such activities based on a Communicative Language Teaching syllabus and scholar books. In the light of the study, a survey addressed to students claimed the assumptions about roleplay and speeches giving as a result that learners found roleplay to be the most effective activity to learn English. Additionally, some students mentioned that face-to-face communication was an important factor to gain confidence when speaking. Furthermore, the investigator suggested that the educational programs can be benefited from communicative activities and create an accurate environment between activities and syllabus design. This research was important in the present study because role play strengthens language and communication skills since it allows learners to coexist with each other, especially for introverted students because it helps them develop bonds, speak in front of others, and have the opportunity to demonstrate their abilities. In

addition, role-play increases the creativity of learners since it is possible to recreate scenarios or situations of daily life.

Myatmyat et al., (2019) aimed to study and compare oral skills of first year students at University of Computer Studies by implementing communicative activities, specifically, role-play, problem solving, and discussions. In addition, the researchers studied the learners' attitudes to teaching oral skill with the communicative activities mentioned previously. The methodology applied in this study was a mixed approach, quantitative because the data collected came from the oral test and students' attitude. Qualitative because it was necessary to use a journal, a semi structured interview and a learning log. Besides, a pre-test and a post-test were employed. The findings showed that, the students' oral ability after applying the treatment were remarkably higher than before. Additionally, this research was important in the present study because the learners' attitudes towards the mentioned activities were positive which means that practical tasks play an important role in the students' abilities to communicate authentically.

Merita and Lumturije, (2016) carried out research aimed to examine information gap benefits and its impacts on students' oral ability. The methodology applied in this study was quasi-experimental, and to collect data was necessary to apply a questionnaire, a pre-test, and a final exam at the end of the intervention. In the process intervened an experimental group and a control group. During the procedure, the learners were immersed in a useful language such as, greeting, ordering, and describing places. In short, the research findings showed that information gap activities helped students to develop oral skills. Therefore, this study had a crucial role in the present research when designing information gap activities and knowing how effective it could be in case of being applied correctly. Besides, gap-filling activities promoted students to find out missing information, which fosters to develop learners' autonomy.

Abdussalam and Bakar, (2018) conducted a research study aimed to investigate how affects learners' oral skill implementing language games and information gap activity in a Lybian secondary school. A quasi-experimental method, a pre-test post-test and a non-equivalent were applied. The activities used in the study were based on Communicative Language Teaching principles, eight different information gap and language games were

designed to be applied during the lessons. The research findings from the t-test concluded that there was a significantly difference between the pre-test and the post-test. Thus, the learners' oral performance increased after implementing those activities. Moreover, the results from the sample-test showed that female students indicate a little difference of improvement than male students. However, it was not a big difference statically. In short, it can be said that information gap activities are linked with the present study since the students had the chance to learn by exploring information from their classmates in order to enhance their oral skill.

To summarize all the studies described above, it can be said that real context activities have a close relationship with the development of oral skill and that at the same time, these help to make the learning of the English language more dynamic, interactive, and attractive for the learners. It is important to mention that most of them contextualize learning in order to incite students to use language not only inside classrooms but outside, in real-life situations. Furthermore, the previous research contributed to this investigation to have a broader view of how effective real-world activities are in EFL classrooms. Finally, some of these activities are picture storytelling, role-play, dialogues, discussions, and information-gap activities. According to the authors mentioned above, these give learners the opportunity to interact verbally as people do daily.

1.2 Theoretical Framework

1.2.1 Independent variable

English Language Teaching

According to Cifuentes et al. (2010) most people choose to learn English because it is the universal language of the world. In order to teach the English Language, teachers have to consider teaching methods, strategies, and learning activities to make learning successful. In addition to a quality and learning education is necessary, that is why English teachers deal with demanding challenges to develop suitable learning environments for meaningful uses.

When teaching the English Language, teachers have to consider the methodologies to conduct the teaching-learning process. Richards and Rodgers (1986), manifested that the

communicative approach is based on the interaction of the learners with the goal of learning a language. It is that to say, this methodology highlights the use of language for meaningful purposes in authentic context of daily life. Also include activities which focus on meaning rather than accuracy. These are roleplay, interviews, conversations, etc.

Likewise, Task-Based Language Teaching refers to an approach based on the implementation of tasks in the instruction of the language. Richards and Rodgers (1986) claimed that tasks are the central unit of teaching and offer learners a better context to activate the knowledge taught in the class instead of focusing on form-focused activities. Furthermore, this approach will not immerse students directly in "comprehensive input but in activities that engage pupils in meaningful and naturalist communication. Some of these tasks can include activities such as giving directions, making a telephone call, or finding a solution.

In addition to, teaching strategies are important during the learning of a second language. Meyer (2010), affirms that teaching strategies are considered procedures or resources to provide pedagogical help and guide the meaningful learning process in order to achieve specific objectives.

Practice activities for language development

These activities allow learners to expand and practice their use of language, such as vocabulary, functional exponents (phrases used in a particular situation), grammatical structures or subskills of productive and receptive skills (Spratt et al., 2011). Furthermore, practice activities for language development can be classified as:

Controlled practice activities, in these activities the repetition technique help students to practice in accuracy and grammar structures of the language. In addition, learners can make various mistakes while the teacher controls the degree of correction, this is done in view of the teacher guiding the students using the forms of the language. Some of these activities are jazz chants or drills (choral drills, individual drills, substitution drills, and transformation drills). However, it is kind of difficult to categorize activities in controlled activities since it depends on how the teacher uses them. For instance, let's suppose that a teacher just showed leaners a video of two people discussing about "Environment", the

teacher can ask the student to reproduce that discussion in pairs or groups. Therefore, this task becomes a controlled practice activity since the students do not have the freedom to use the language they want (Spratt et al., 2011).

Free practice activities, these activities give the learners the opportunity to use whatever language they want with the goal of completing a task (Spratt et al., 2011). They are focused on fluency(oral and written), recalling, interacting, and communicating. Oral fluency plays an important role in spoken communication since it is the speaker's ability to speak without interruptions or excessive repetition. Some of these activities are writing emails, stories, letters, rank ordering, role-plays, surveys, gap-fills, and information-gap activities. For instance, teacher asks students the make a free role-play about "food customs", they will have to discuss about advantages and disadvantages of healthy and junk food.

Real Context Activities

Real context activities are authentic tasks that simulate real-world contexts (Maina, 2004). Real context activities are considered as tasks which approximate learners to situations that go beyond the classrooms. There are pedagogic tasks which make it possible to simulate real-life situations.

Broughton et al. (1980) state that English language should always be practiced and taught in contextualised forms. This makes sense because the words and phrase are internalized easier if these are taught under meaningful circumstances. Also, authentic contexts help learners to make connections with the knowledge taught and their experiences in real life. Moreover, appropriate classroom contexts are of vital importance as they provide meaningful knowledge and practical skills in order to allow learners to use language for communication (Berns & Erickson, 2001). These contexts might be a typical situation in supermarket, a boy wants to invite his girlfriend, or an employee is applying for a job, etc.

Shoomossi and Ketabi, (2007) point out a quite controversial perception about "Real task activities" because they think that it results in impossible to involve the students in a natural environment since the activities must be modified which makes them lose

authenticity. However, Prabhu, (1987) sought to discuss that there is no a necessity to link classroom tasks to the real world since that real tasks stimulates psycholinguistics proceses of language acquisition. Therefore, the language exposure by implementing significan tasks into classroooms promotes the second language acquisition.

Authenticity of the materials to teach help learners to associate its content with the reality. So, teachers have to design activities selecting meaningful and universal topics, that students find interesting and motivating. Also, the use of visual aids such as, videos or pictures assist learners to recognise essential ideas and locating in certain context or situation (Mebitil, 2012). These aspects are particularly important since realia (resources which have not been designed for teaching purposes such as, videos, podcasts, newspaper, etc.) helps to contextualize students in the topic that is being taught.

According to Arroway (2018), situational contexts contains four basic concepts which make reference to the world, either real or imaginary, that learners use to talk about a specific situation. These markers are:

- **Who**: to whom the speakers are addressing. Interaction between teacher-student, student-student, student-teacher.
- **Background**:Experience that participants bring in determined situation.
- **Theme**/**Topic**: What the speakers are talking about.
- **Where**: The physical environment (Classroom)

We can identify these markers in any activity that occurs in the classroom either classroom management, grammar/pronunciation/reading/writing or communicative exercises. However, for carrying out communicative activities in the classroom, teachers should keep in mind the following markers:

- **Who:** Students as main speakers
- **Experience:** Previous learners' knowledge and desire to communicate.
- **Theme:** Universal and attractive topics.
- **Technique :**Roleplays, discussions, dialogues, etc
- **Where:** Situational context or imaginary scenery where the students are placed.

Thus, when designing any activity it is important to consider the markers mentioned above in order to place leaners in a context and to allow them to use language properly.

Types of activities

Prabhu (1987) stated three real-world activities that provide learners situational contexts of daily life.

Information-gap activity which provides the learners an opportunity to decode and encode information through tasks that have blanks to be completed. The students woks in pairs. For example, the learner A has a biography of a famous will some missing information, whilst the learner B has the same biography with the data missing. Learner A might ask questions to learner B in order to complete the text. Often this activity requires the teacher to select relevant information.

Reasoning-gap activity which involves students in to infer, deduce, or recognize the relationship between the perceptions and patterns of certain information given in the classroom. Teachers ask students to use reason and logic to determine what action should be taken for a certain problem. For instance, teacher can asks students to make a decision between speed and cost or cost and quality

Opinion-gap activity implies their own personal experiences, attitudes, and preferences in a determined context. Also, for the student to be able to comment on a topic, an argument needs to be stimulated to justify his opinion. Generally, all activities that meets with communicative criterias is highly effective in the process of English language. This activity is more subjective than objective, so there are no correct or incorrect answers. More experienced students can conduct a debate or discussion while lower-level students can complete a story.

Pattinson (1987) suggests seven types of activities:

Questions and answers: These activities are related with information gap activity since the main purpose is that students discover secrets or personal information from their classmates. Students work in pairs and they asks questions to each other in order to achieve their personal aims.

Dialogues and Role-plays: These types of activities can be carried out using a script previously written either by the students or by the teacher. Generally the teacher is the one who provides the students with a script. However, it depends on the teacher since these activities can be less controlled or practice in a freer way. For beginning learners, it is necessary to provide a script while more experienced learners can improvise. It is also important to emphasize that if students choose what to say, the knowledge is more significant because they will be willing to participate much more instead of just repeating a certain dialogue. In addition, the topics must be contextualized to a real life situation, in this way the language learned will have a greater impact on their learning.

Matching activities: This activity requires students to recognize matching items. Bingo, happy families, and split dialogues can be games that can be designed for educational purposes. For example, the teacher designs a bingo game with idioms or colloquial phrases, so that the first student to have all the phrases given by the teacher wins.

Communication strategies: These are activities designed in order to motivate students to practice communication in the classroom. Strategies such as paraphrasing, simplifying a message, asking for feedback, or using gestures (teachers commonly use body gestures to explain unknown vocabulary).

Pictures and picture stories: The implementation of visual material as pictures encourage students to relate what those pictures express with their life experiences. For instance, teacher shows the students a picture of animals, the students will quickly relate their experiences with what the photograph reflects (e.g. a visit to the zoo). Storytelling, memory testing and spotting the difference can be activities that help students to use the language according to their experiences.

Puzzles and problems: This is a cooperative work activity, usually students work in pairs for a certain time to think, organize thoughts and formulate ideas or solutions. This activity promotes critical thinking, discussion, and finally sharing with the class about their reflections. In addition, it gives students the opportunity to interact with each other and use their imagination and logical reasoning.

Discussions and decisions: This activity requires students to collect, share, and argue information with their peers to reach a decision. Before carrying out this activity, the teacher asks the students to make a list with the main elements of a certain topic in order to facilitate interaction when the discussion begins. The topics do not necessarily have to be controversial, these can be about hobbies, music, video games, food. For more trained students, topics could be more debatable such as politics, religion, taboos, or ideologies of life. Moreover, the topics chosen for discussion should be attractive to the students and generally the students work in groups.

1.2.2 Dependent variable

English Language

English Language occupies the third place in the number of native speakers, but the first place as second language. Of the 4000 to 5000 languages in the world, English is undoubtedly the most widely used. Around the world, there are approximately 300 million native speakers on each continent who use the language for different purposes. There is no social barrier that has prevented English from being the major world language. Being this the global language of communication par excellence in some 75 territories around the world. There is a reason other than politics, historical or economic facts that made English the universal language, and that is that the unbridled technological growth of the English-speaking countries have made television, radio programs, scientific studies and literature developed in English. Hence, it has become a very reliable tool in 21st century learning.

Rajathurai (2018) considers the English language necessary for education since even in countries where it is not the official language, there are educational curricula written in English. Therefore, it can be said that English is the official tongue for sciences. Additionally, the researcher finds English essential for communicative purposes such as:

- English as a common language in the world.
- Education
- Access to the entertainment world

- Business and travel
- The internet and Press

As conclusion, the English Language is one of the most useful and dominating. Consequently, it has a wide impact of each field of current society which plays an important role to connect people in a global world.

Language Skills

Communication Skills or Competences are understood as a set of linguistic processes that develop during life, in order to participate efficiently and skilfully in all spheres of communication and human society. According to Brown (2000), the English language has four main skills, these are listening comprehension, oral expression, reading comprehension, and written expression.

Listening comprehension: Listen and understand the communication, giving meaning to what is heard, attending to the intention, the feelings of the speaker and the ideas that underlie his speech.

Oral expression: Speak with consistency and giving meaning to speech, beyond the emission of sounds or words. It consists of transmitting our own message in a coherent and orderly way, so that our interlocutor understands us.

Reading comprehension: Read not only decoding words without further ado but also accessing their meaning to make sense of what is read. It is of great importance since through reading learning is developed in other areas of knowledge since it allows to know and reflect on new ideas.

Written expression: It is the production of written language through which we not only limit ourselves to expressing sentences, but also organize our thoughts according to content.

Oral skill

According to Naveed (2012) the oral ability depends on the context or the situation. Context includes the physical environment, the purpose for speaking is more often spontaneous, open ended, and evolving. Speaking requires learners to not only know how to produce linguistics aspects but also that they understand when, where why and in what ways to produce language. Speaking is the second skill that the human being learns. It is one of the four macro language skills (listening, speaking, reading, and writing). It is the way through people can communicate their ideas, points of view, opinions, hopes, intentions, or feelings with other people to reach certain purposes through the production of sounds. Speaking is described as an interactive process of constructing meaning that involves producing than receiving information (Spratt, Pulverness, & William, 2011).

Assessing the Oral Skill

Assessment of oral language is challenging which requires insights of classroom interaction to provide students the opportunity to show their abilities, understanding of the tasks selected, and the best ways to assess pronunciation, grammar, and vocabulary of oral language (Mckay, 2006).

It is important to assess the oral ability of the students because in this way the teacher can know the progress, expectations, and interests that the students have, that is to say, know the reality of the learners. Thus, learners will be able to test their knowledge, receive feedback, and correct their mistakes.

According to Mckay (2006), the scope of oral assessment is mostly determined by institutional curriculums; however, can also be assessed through internal or external standards to the curriculum (proficiency English tests). Most of the time the curriculum is influenced in order to achieve the objectives of a certain program.

Oral Assessment Criteria

The speaking criteria used to evaluate the students' oral skill according to the rubric provided by Cambridge are grammar and vocabulary, pronunciation, and interactive communication.

Grammar and Vocabulary

Spratt et al., (2011) explain that grammar refers to how learners combine, organize and change one or a group of words to create and keep our message clear. It is that to say, involves the knowledge of structural rules that must be followed for the formation of words, phrases, sentences.

McKay (2006), considers that assessing grammar might be evaluated through observation checklist or summative rubrics. For younger learners the observation involves analysis where they are assessed by using meaningful language in varied contexts. Cohesive forms such as logical connectors, discourse markers, information management, and fillers and repairs are aspects that must be considered when assessing grammar.

Vocabulary is the set of words that a person has acquired as result of the exposure they have had to a certain language, and it is fundamental for communication. McKay (2006) states that teachers must assess vocabulary according to language functions. For instance, to describe things (fat, slim, small), to compare things (worse than, better than) idioms and phrases (It's raining cat and dogs) to connect ideas (therefore, but), that is, teachers will check the use of vocabulary in different contexts.

Pronunciation

Mckay (2006) considers that assessing pronunciation implies knowing whether the articulation of words, intonation, accent of sentences and rhythm are pronounced correctly, likewise these features change when sentences are combined to convey meaning in discourse. He also mentions that standardized test takes into account pronunciation as a criteria to measure language proficiency.

Interactive Communication

Interactive communication can be tested by allowing students to interact in pairs or in groups, since they have the opportunity to demonstrate their interactional competence Besides, the opportunity to interact with test-takers can be carry out physical or virtual proximity.

Objectives

1.2.3 General Objective

- To analyse the effect of real context activities in the development of oral skill in students from the second semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" career at Universidad Técnica de Ambato.

1.2.4 Specific Objectives

- To identify real context activities to develop the oral skill.
- To evaluate the students' oral skill.
- To determine the contribution of real context activities in students' oral skill.

Description of the fulfilment of objectives:

The present study is aimed to analyse the effect of Real Context Activities and Oral Skill. For this purpose, some assignments were carried out such as, to identify Real context Activities to develop the oral skill, to evaluate students' oral skill, and to determine the contribution of real context activities in students 'oral skill. From all the above, it could be possible to analyse the positive or negative effects. Resulting in positive and beneficial since the ability to speak was reflected in the test scores.

Firstly, the researcher read academic articles and books related to the theme real context activities and oral skill which helped to identify such activities that encourage students to use their oral skill in real life situations.

To achieve the second objective, the researcher evaluated the students' oral skill by using a standardized test. It was taken from KET A2 Cambridge. It is necessary to mention that only the speaking paper was selected. This paper consisted of 2 parts; each parts contains two different phases. All of these helped to evaluate the oral skill. Besides, a scoring rubric taken from Cambridge English Qualification was considered to evaluate students. This rubric has three assessment criteria such as grammar and vocabulary, pronunciation, and interactive communication.

In addition, four activities that, some authors mentioned were applied to determine the contribution of the present study in students' oral ability. Spontaneous dialogues, discussions, role-play, and information-gap were planned carefully considering contexts or familiar situations where the student is in direct contact with reality. It is necessary to mention that these provided students the opportunity to develop their oral skill interactively and collaboratively. At the end, a post-test was applied to know the effectiveness of the intervention in the development of students' oral skill by comparing the pre-test and post-test results.

CHAPTER II. METHODOLOGY

21 Resources

For this research study, human, technological, and technical resources were used to get suitable information and guidance to support this study. Thus, tutor guidance was crucial to get clear ideas and emotional support to conduct the research. Besides, technological resources such as smartphones, computers, and online platforms helped the researcher to keep in contact with the students to apply the investigation. And finally, technical resources were necessary to get different information from articles, thesis, and e-books to develop this research.

2.1.1 Population

In this research study was considered the Universidad Técnica de Ambato as field of study. One class of second semester was chosen due to the availability of the institution authorities. The selected class constitutes by 39 students, 30 female students, and 9 male students. The range of age between 17 and 28 years old.

2.1.2 Instruments

In order to know the students' speaking level, a pre-test and a post-test were applied. Both pre-test and post-test were different tests taken from KET English Exam (by Cambridge Assessment English). These tests were also selected because, as indicated by the Common European Framework, the level of English of second semester students is A2. The A2 KET exam is made up in three papers. First paper, reading and writing.

Second paper, listening. Third paper, speaking. For this study, only the paper 3 was considered. The researcher took the test in pairs in order to measure the students' oral skill. Besides, another fundamental instrumental used in this research was the scoring rubric (Cambridge English Qualification). This rubric contains three assessment criteria, grammar and vocabulary, pronunciation, and interactive communication It is necessary to mention that the rubric is categorized in 5 bands, being 0 the lowest and 5 highest these helped to assign grades.

2.1.3 Procedure

Initially to achieve this objective it was necessary to request to English teacher with the end of asking for the respective permission to apply the experiment in the class of the second semester, in the subject English II and in the same way the students gave consent to carry out the experiment. Later on, a pre-test was applied to know the reality of students' oral skill. It must be emphasized that there was only one experimental group for this study. Afterward, the students were taught using an ESA lesson plan in which were implemented real context activities such as, information gap, role play, dialogues, discussions, and storytelling with contextualized topics such as, food customs, technological trends, meetings in pandemic, and tech issues. Additionally, the application of this study took 3 weeks where the researcher intervened 6 times synchronously, the first and last meetings to evaluate students' oral skill and the rest for the application of the research. A WhatsApp group was created in order to be in contact with the students, and to share instructions. Besides the group was important because links and assignments were sent there. Zoom or Microsoft teams were the default virtual platforms for classes.

Due to the current pandemic, the lessons were carried out virtually. During the synchronic sessions, the lesson plans were applied, and students had to complete some extensive tasks after classes such as video or audio recordings either individually or in groups. The tasks were submitted into the WhatsApp group.

Once the application of the investigation finished, a post-test was applied to determine if students improve their oral skill.

22 Methodology

2.2.1 Approach

This research study follows a mixed approach. Escudero and Cortez (2018), quantitative approach has an important role in research because its main objective is to measure through data collection and analysis. Therefore, it was quantitative because the data collection was numerical and presented through the use of statistic procedures through the application of a pre-test and post-test to measure oral skill. On other hand, it was qualitative because the descriptions, situations, and experiences also play a fundamental role in the investigation since it helps to explain the facts that occur around the investigation problem (Escudero & Cortez, 2018). In addition, the present study is supported by a quantitative approach because the research is in contact with the object of study inside the educational context.

2.2.2 Research Modality

Field Research

This is field research since it was made at Universidad Técnica de Ambato, in Ambato city, extracting data and information directly from the institution in order to respond and get familiar with the problem previously raised, the reason why was carried out this study. Also, the researcher will be in full contact with the object of study.

Bibliographic-documentary Research

This investigation had bibliographic and documentary research due to the theoretical framework was carried out by using some bibliographic documents. According to Matos Ayala (2020), all sources must be necessary, sufficient and possible, without neglecting any that may also contribute important contributions to the research. During the process, the researcher collected information from several resources as much physical as digital (scientific articles, thesis, magazines, and books). Likewise, they were taken from different authors whose aims were to explain the analysis, descriptions, concepts, and theories which help to understand relevant information to achieve the objectives set.

2.2.3 Level or type of research

Descriptive: Because it obtains information about the prevailing situations, events, attitudes, and perceptions of the participants to describe its implications without focusing deeply on the reasons why a certain phenomenon occurs (McCombes, 2020). Additionally, it will allow to interpret the statistical data in relation to the cause-effect of the variables.

Correlational: It is correlational because this study is aimed to know the relationship or degree of association that exists between two or more concepts, categories or variables in a particular sample or context. Sometimes only the relationship between two variables is analysed (McCombes, 2020).

2.2.4 Design

The research is experimental since it contains essential features such as, independent, and dependent variables, interventions, pre-testing and post-testing, experimental and control groups (Decarlo, 2018). Experimental research can be conducted by many designs, specifically this was quasi-experimental because it consists of identifying the relationship in which the independent variable is manipulated, and the dependent variable is measured in order to determine its cause and effect (Reichardt, 2019). This means that the independent variable "Real Context Activities" was manipulated, and the dependent variable "Oral Skill" was measurable by using tests in order to find out its relationship.

Hypothesis

Alternative: Real context activities influence oral skill.

Null: Real context activities do not influence oral skill.

Variable Identification

Independent: Real context activities

Dependent: Oral skill

CHAPTER III: RESULTS AND DISCUSSION

Analysis and discussion of results

This chapter is based on the results collected in students of the second semester from "PINE" career at Universidad Técnica de Ambato. In addition, the chapter shows the average attained by 39 students, as the beginning as the end of the experimentation.

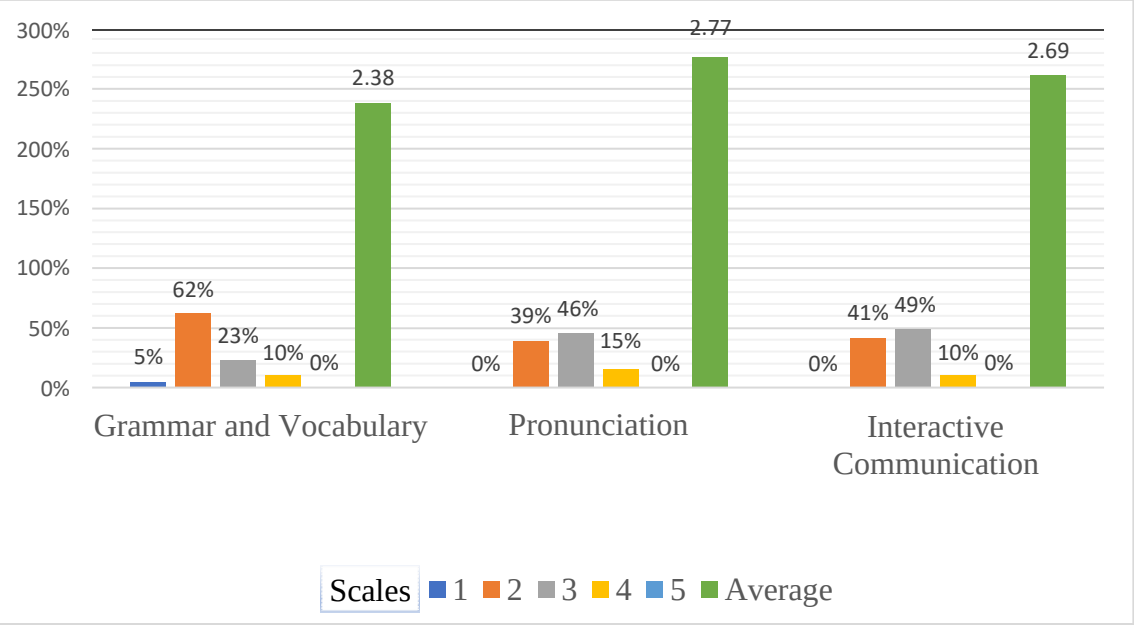
3.1 Pre-test results

Table 1.- Pre-test results

	Scale-Students						
Criteria Average	***1***	***2***	***3***	***4***	**5**	**Total**	**Average**
Grammar and Vocabulary	5%	62%	23%	10%	0%	100%	2.38
Pronunciation	0%	39%	46%	15%	0%	100%	2.77
Interactive Communication	0%	41%	49%	10%	0%	100%	2.69
							2.62

Source: Students' grades
Elaborated by: Paredes, C. (2021)

Figure 1.- Pre-test results



Source: Students' grades
Elaborated by: Paredes, C. (2021)

Analysis and Interpretation of results:

The table shows the results obtained from the pre-test by the KET A2 Speaking test (Cambridge) with the aim of evaluating the oral ability of 39 students of the second semester of Universidad Técnica de Ambato. The criteria presented to evaluate the pre-test were: Grammar and Vocabulary, Pronunciation, and Interactive Communication. Besides, the students' scores were divided into 5 scales that were established from 1 being the lowest grade to 5 being the highest grade. The general average obtained in the pre-test was 2.62 over 5 points which indicates that the students' oral skill is low.

Consequently, it was necessary to average the results collected for each criterion. The following results were found in grammar and vocabulary criteria. The results showed that 5% of students achieved the scale of 1. While 62% of students reached the scale of 2. Meanwhile, 23% of students achieved a scale of 3. Additionally, 10% of them reached the scale of 4. It is necessary to mention that any student attained the scales of 5. Calculating a total sum of 100%. Moreover, the average calculated in this criterion was 2.38 out 5. So, this indicated that students had a limitated use of grammatical forms when speaking and the vocabulary used by them was limitated to isolated phrases and words.

Likewise, the following results were found in pronunciation criteria. The results showed that 39% of students achieved the scale of 2. Meanwhile, 46% students attained the scale of 3. Besides, only 15% of students reached the scale of 4. It is necessary to mention that any student achieved the scale of 1 and 5. Calculating a total sum of 100%. On other hand, the average calculated in this criterion was 2.77 out 5 points. It can be inferred that the performance of the students showed was limited due to their little control of phonological characteristics and at times their pronunciation became incomprehensible.

Furthermore, the following results were found in the interactive communication criteria. The results showed that 41% of students reached the scale of 2. Whilst, 49% of students attained the scale of 3, and 10% of students achieved the scale of 4. It is important to highlight that any student achieved the scales of 1 and 5. Calculating a total sum of 100%. In addition, the average calculated in this criterion was 2.69 out 5. It points out that students needed additional supports and prompts to maintain an active interaction.

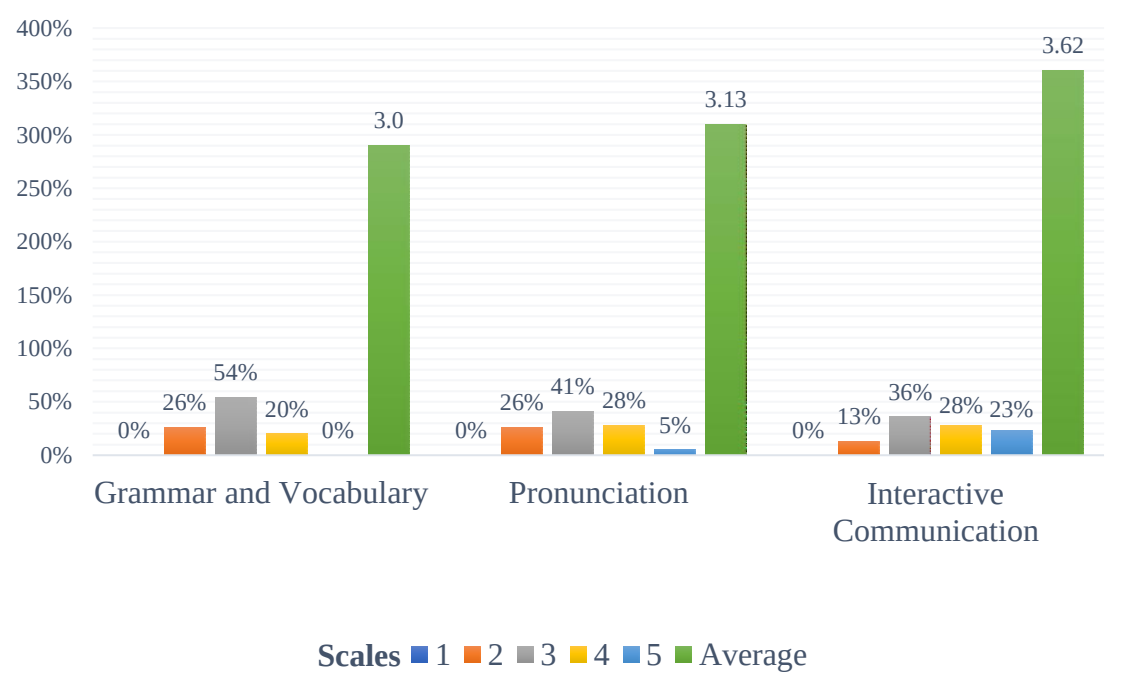
3.2 Post-test results

Table 2.- Post-test results

	Scale-Students						
Criteria Average	***1***	***2***	***3***	***4***	**5**	**Total**	**Average**
Grammar and Vocabulary	0%	26%	54%	20%	0%	100%	3.00
Pronunciation	0%	26%	41%	28%	5%	100%	3.13
Interactive Communication	0%	13%	36%	28%	23%	100%	3.62
							3.23

Source: Students' grades
Elaborated by: Paredes, C. (2021)

Figure 2.- Post-test results



Source: Students' grades
Elaborated by: Paredes, C. (2021)

Analysis and Interpretation of results:

Table 2 above shows the results obtained from the post-test by the KET A2 Speaking test (Cambridge). It is important to mention that both tests were different. These results evidenced the advances showing better control of grammar and vocabulary. pronunciation, and interactive communication. As the first one, the students' scores were divided into 5 scales that were established from 1 to 5. Based on table 2, the general average obtained in the post-test was 3.2 out 5 points with an increase of 1.2 which demonstrates the efficacy of the treatment.

Hence, the following results were found in grammar and vocabulary criteria. The results showed that 26% of students achieved the scale of 2. While 54% of students reached the scale of 3. Meanwhile, 20% of students achieved a scale of 4. It is necessary to mention that any student reached the scales of 1 and 5. Calculating a total sum of 100%. Moreover, the average calculated in this criterion was 3 out 5 points. Therefore, the students showed sufficient control of simple grammar forms and use of adequate vocabulary to talk about everyday situations.

In addition, the following results were found in pronunciation criteria. The results showed that 26% of students achieved the scale of 2. While 41% of students reached the scale of 3. Meanwhile, 28% of students achieved a scale of 4, and only 5% of them attained the scale of 5. It is necessary to mention that any student reached the scale of 1. Calculating a total sum of 100%. Moreover, the average calculated in this criterion was 3.13 out 5 points. In short, pronunciation of the students was mainly comprehensible despite of their restricted control of phonological features.

Finally, the following results were found in interactive communication criteria. The results showed that 13% of students achieved the scale of 2. While 36% of students reached the scale of 3. Meanwhile, 28% of students achieved a scale of 4, and 23% of them reached the scale of 5. It is necessary to mention that any student reached the scale of 1. Calculating a total sum of 100%. Moreover, the average calculated in this criterion was 3.62 out 5 points. Thus, students were able to maintain simple communicative exchanges requiring little support to keep an active interaction. After having applying the

treatment, the results of both test determined that the experimental group had a significant increment in the oral skill.

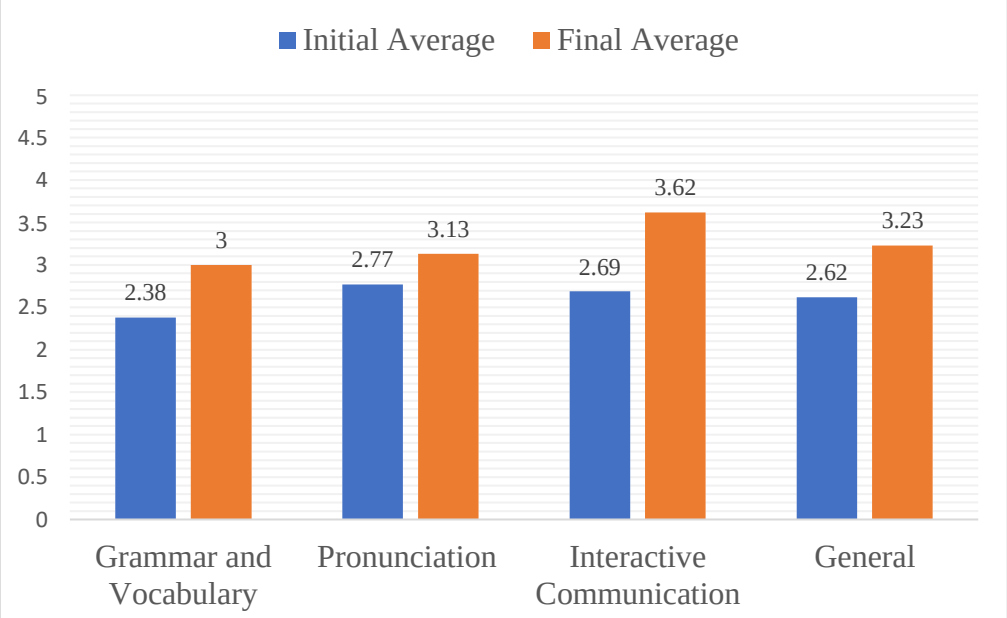
3.3 Comparative results

Table 3.- Comparative Results

Criteria	**Initial Average**	**Final Average**
Grammar and Vocabulary	2.38	3.00
Pronunciation	2.77	3.13
Interactive Communication	2.69	3.62
General	2.62	3.23

Source: Students' grades
Elaborated by: Paredes, C. (2021)

Figure 3: Comparative Results



Source: Students' grades
Elaborated by: Paredes, C. (2021)

Analysis and Interpretation of results

In order to carry out a comparative analysis. It was necessary to compare the results obtained in the pre-test and post-test. Therefore, it can observed the students' progress in each scale evaluated.

In short, in the area of grammar and vocabulary, the initial average was 2.38 out 5 points, but the final average reached a remarkable result of 3 out 5. Likewise in the pronunciation area the initial mean was 2.77 but at the end of this study increased to 3.13. On the contrary, the initial average of interactive communication was 2.69, and at the end increased to 3.23 points.

At the beginning, the general average of the whole class was 2,62. Nevertheless, after applying the treatment of real context activities, there was a significant advance in the grammar and vocabulary, pronunciation and interactive communication. In consequence, it turned out beneficial for students since the general average at the end was 3.23.

3.4 Discussion of results

In the present study, it was possible to know that students of second semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" career at Universidad Técnica de Ambato showed several difficulties in their oral skill since at the beginning of this study they showed a limited control of grammar, their use of language forms when speaking were weak, their pronunciation was difficult to comprehend, and they presented some difficulties when interacting with others.

According to Leong and Ahmadi (2017) stated that oral skill is one of the most challenging aspects of language learning. Developing oral ability is not easy and requires insights into grammar, vocabulary, pronunciation, accuracy, fluency among other sub-skills. Considering these facts, English teachers have to find out the correct way to facilitate the process of developing this demanding skill. So, it is absolutely necessary that they look for methodologies, strategies, techniques, and activities to give students the possibility to use language for real-life situations, either inside or outside the classroom.

Owing to the problems mentioned, activities based on real-life situations can help to achieve that goal. This research illustrates how real context activities enhance students' oral skill. In the initial average of the pre-test was 2.62 out 5 points. On other hand, the overall average of the post-test was 3.23 out 5. The findings of this research is supported by another study elaborated by Purnawati (2019), who demonstrated the effectiveness of contextualized activities related with real-world. The results of this research were compared with the experimental group and control group, which the statistic findings showed that there is not equalities variance between both groups ($1.273 \geq 0{,}05$ not homogeneity). This means that the students who were under the intervention increased their speaking skills by using these activities.

3.5 Hypothesis verification

Alternative: Real context activities influence the oral skill.
Null: Real context activities do not influence the oral skill.

To verify the hypothesis proposed in the current research it was necessary to use the statistical method T-Student in order to compare two independent samples and consequently to establish differences in the average of both.

Table 4.- Mean T-Student

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	2.6154	39	.56475	.09043
	Posttest	3.2308	39	.71800	.11497

Source: Pre-test and Post-test Statistics
Elaborated by: Paredes, C. (2021)

The data presented in Table 4 was generated thanks to a statistical software called IBM SPSS. Therefore, it can be noticed that there is a remarkable difference between the means of both samples analysed, being this of 0.61. The initial average of the pre-test was 2.62 and the average of the pre-test was 3.23.

Table 5. T-Student test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test Post-test	-.61538	.82554	.13219	-.88299	-.34778	-4.655	38	.000

Source: Pre-test and Post-test Statistics
Elaborated by: Paredes, C. (2021)

According to table 5, it is stated that there is a notable difference between both groups, because the p-value is equal to 0.000, which is less than the level of significance, that is 0.05. Therefore, with these data analysed, the null hypothesis is rejected, and the alternative hypothesis is accepted. It means that, real context activities influence the oral skill.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- After carrying out the study, real context activities could take a place in current teaching of English language since it had a positive impact on students' oral skill due to the teaching-learning process becomes interactive, contextualized, and collaborative in EFL classrooms. In that way, the students had the opportunity to practice their oral ability in a freer environment where they could mix the language learnt in class and their previous insights without being pressured to use specific forms of language or vocabulary. Even learners could expose what they developed and receive some feedback. In consequence, contextualized activities based on real-life themes are useful for improving oral skill.
- During the research process, it was possible to identify different types of real context activities. However, it was considered the ones which provide students the opportunity to use the English language as people do in situations of daily life. So, it could be applied dialogues, information-gap activities, roleplay, and discussions. In addition, these activities were used to contextualize the learning process with universal topics to allow students to be motivated and interested in it.
- During the evaluation prior to the application of the experiment, it was determined that students had some problems when speaking English, giving as result 2.62 in the pre-test. On the contrary, the general average obtained in the final evaluation was 3.23, which is a remarkable advance. Additionally, the aspects where students got a stronger advance were in interactive communication (3.62) and pronunciation (3.13), and a lower proportion in grammar and vocabulary (3).
- The present study determined that the application of real context activities contributed significantly to develop the oral skill in students of the second semester from PINE major, at Universidad Técnica de Ambato. Based on the results and verification of the hypothesis, it could be stated that there is a difference of 0.61 between the pre-test and post-test averages.

4.2 Recommendations

- To get success by using real context activities, teachers must consider the corresponding adjustments in the activities, learners' interests and needs, and the materials and topics used to contextualize the learning since these aspects will help students to avoid the stress of learning a new language.
- The use of activities based on real contexts gives students the opportunity to interact either in pairs or small groups. In addition, the implementation of these activities attracts the students' attention since they are based on interesting and appealing topics. In short, these can be very useful to make the learning more natural and interactive.
- With the aim of evaluating students' oral skills, teachers must consider assessment criteria according to students' English levels. Moreover, the teacher might take advantage of standardized tests which have been certified by English institutions (KET A2 Cambridge).
- Teachers can implement real context activities considering that they must be carefully planned and designed for meaningful purposes, it means, for communication rather than forms of language. Also, it is important to include significant material to allow students to use English language in real-life situations.

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ANNEXES

Annex N°1. Rubric

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	*Performance shares features of Bands 3 and 5.*		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	*Performance below Band 1.*		

Source: Cambridge Qualifications
Developed by: Paredes, C. (2021)

Annex N°2 KET Exam (Pre-test)

Test 1

Part 1 (3-4 minutes)

Phase 1
Interlocutor

To both candidates	Good morning / afternoon / evening. Can I have your mark sheets, please? *Hand over the mark sheets to the Assessor.* I'm ....., and this is ..... .
To Candidate A	What's your name?
To Candidate B	And what's your name?

		Back-up prompts
	B, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in … (name of district / town etc.)?
	Thank you.	
	A, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in … (name of district / town etc.)?
	Thank you.	

Phase 2
Interlocutor

Now, let's talk about **friends**.

	Back-up prompts
A, how often do you see your friends?	Do you see your friends every day?
What do you like doing with your friends?	Do you like going to the cinema?
B, where do your friends live?	Do your friends live near you?
When do you see your friends?	Do you see your friends at weekends?
Extended Response Now **A**, please tell me something about one of your friends.	**Back-up questions** Do you like your friend? Where did you meet your friend? Did you see your friends last weekend?

Interlocutor

Now, let's talk about **home**.

	Back-up prompts
B, who do you live with?	Do you live with your family?
How many bedrooms are there in your house / flat?	Are there three bedrooms in your house / flat?
A, where do you watch TV at home?	Do you watch TV in the kitchen?
What's your favourite room in the house?	Is your bedroom your favourite room?
Extended Response Now, **B**, please tell me something about the things you like doing at home, at the weekends.	**Back-up questions** Do you like cooking at the weekends? Do you play computer games at the weekends? What did you do at home, last weekend?

Phase 1
Interlocutor
3-4 minutes

Now, in this part of the test you are going to talk together.

*Place **Part 2** booklet, open at **Task 2a**, in front of candidates.*

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates

.....

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor / Candidates
Use as appropriate. Ask each candidate at least one question.

Do you think…
….eating on the beach is fun?
… eating in restaurants is expensive?
….eating at home is boring?
… eating at college/work is cheap?
… eating in the park is nice?

Optional prompt
Why?/Why not?

What do **you** think?

Interlocutor

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) *Retrieve **Part 2** booklet.*

Phase 2

Interlocutor
Allow up to 2 minutes

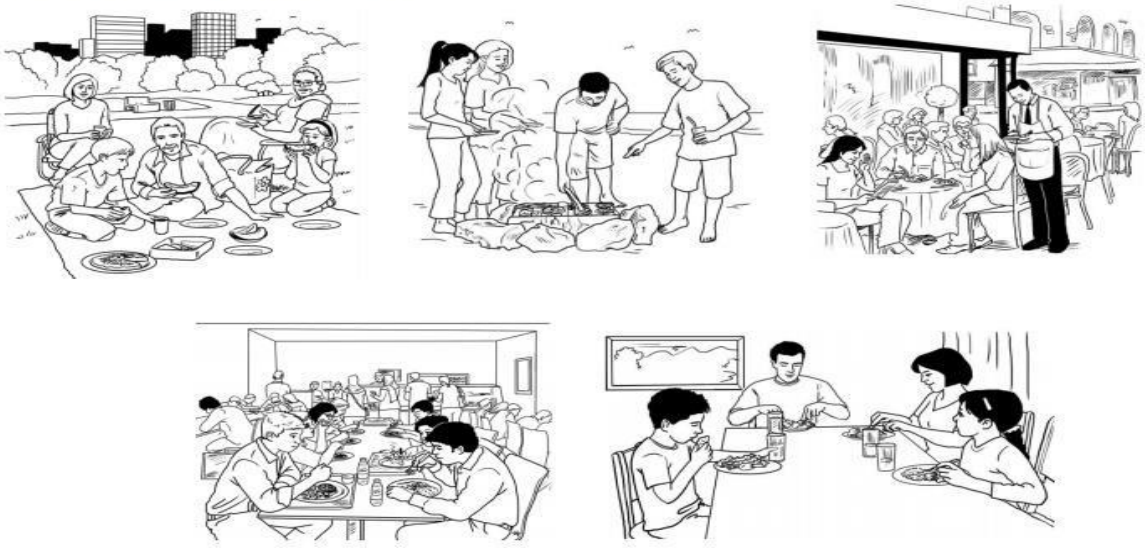
Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Do you like these different places to eat?



Source: KET Exam
Developed by: Paredes, C. (2021)

Annex N°3 Initial Scores (Pre-test)

STUDENTS' LIST		Grammar an	Pronunciation	Interactive Com	Total
Allqui Barrer	Evelyn Karen	3.0	3.0	3.0	3.0
Asanza Brav	Abi Anaela	4.0	4.0	4.0	4.0
Ayala Tipanl	Dayana Licet	2.0	4.0	3.0	3.0
Bravo Acosta	Carlos André	2.0	2.0	2.0	2.0
Cajamarca Ti	Stefanny Var	2.0	3.0	2.0	2.3
Chasi Baquer	Odalis Danie	2.0	3.0	3.0	2.7
Chisag Poaq	Diana Estefa	3.0	3.0	3.0	3.0
Colcha Nuñe	Darwin Anib	2.0	3.0	2.0	2.3
Cruz Torres	Eugenio José	2.0	3.0	3.0	2.7
Cuyo Topa	Kevin Adrián	2.0	2.0	2.0	2.0
Díaz Robayo	Dayana Mag	3.0	2.0	2.0	2.3
Espinosa Roc	Domenica Sa	3.0	4.0	3.0	3.3
García Cabre	María Elisa	2.0	2.0	2.0	2.0
Lescano Aco	Angie Belén	2.0	3.0	3.0	2.7
López Espín	Doris Isis	2.0	3.0	3.0	2.7
López Moral	Katheryn Liz	2.0	3.0	2.0	2.3
López Villacis	Johanna Fer	2.0	3.0	2.0	2.3
Melo Pérez	Daniela Karir	2.0	2.0	3.0	2.3
Morales Que	Lizbeth Andr	3.0	2.0	4.0	3.0
Naranjo May	Carlos Mauri	4.0	4.0	3.0	3.7
Oña Endara	Dany Alexan	4.0	3.0	4.0	3.7
Paucar Mach	Katherine Vi	2.0	2.0	2.0	2.0
Pérez Gueva	Selena Jazmi	2.0	3.0	2.0	2.3
Pérez Piñalo	Viviana Mich	4.0	4.0	3.0	3.7
Pérez Yanch	William Seba	2.0	2.0	2.0	2.0
Pinto Abril	Hilary Sthep	3.0	4.0	3.0	3.3
Preciado Sán	Debra Denis	2.0	2.0	2.0	2.0
Ramos Escob	Jason Marce	2.0	3.0	3.0	2.7
Salazar Guam	Cristina Mari	3.0	2.0	2.0	2.3
Salina Tamay	Cristina Alex	1.0	2.0	2.0	1.7
Sánchez Rod	Daniela Lisbe	3.0	2.0	3.0	2.7
Sandoval Oc	David Ernest	2.0	3.0	4.0	3.0
Tamayo Barr	María Cristin	2.0	3.0	3.0	2.7
Tiviano Fran	Evelin Lizbet	3.0	3.0	3.0	3.0
Toapanta Nu	Alison Liliana	2.0	2.0	3.0	2.3
Torres Córdc	Esthela Eliza	2.0	3.0	3.0	2.7
Tubon Guam	Ibeth Celena	2.0	2.0	3.0	2.3
Vaca Cojitam	Alex Vinicio	2.0	3.0	2.0	2.3
Yanchaliquin	Blanca Jacqu	1.0	2.0	2.0	1.7
Average		2.38	2.77	2.69	2.62

Source: Excel
Developed by: Paredes, C. (2021)

Annex N°4. Lessons

Lesson 1

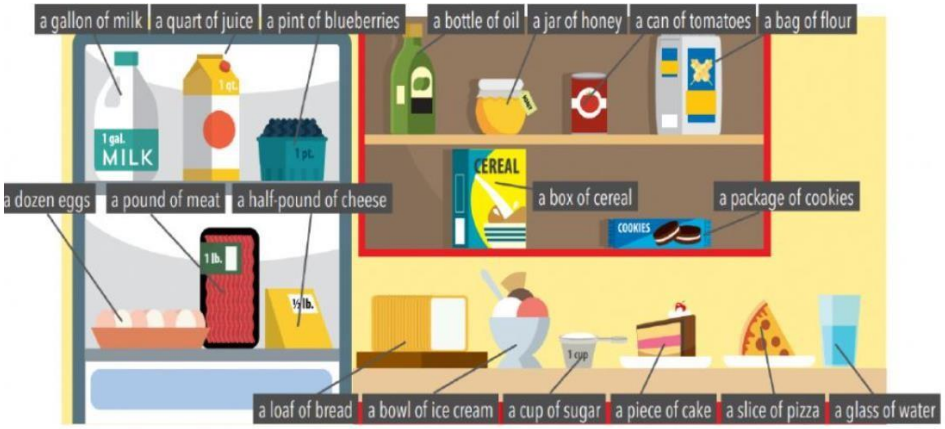
Teacher: Christopher Paredes	**Classroom**: 2nd Semester
Date & Time: 08 June 2021	**Class Level**: A2
Context: Food customs	**Grammar**: Quantifiers
Teaching aids: Pictures, virtual whiteboard, pens, interactive worksheets, computers, padlet.	
Learners Objectives At the end of the class, students will be able to use partitives and quantifiers. At the end of the class, students will be able to present a dialogue about food customs.	

Procedure	**Phase**	**Timing**	**Interaction**
• Greetings • The agenda is presented at the beginning, so students know what they are going to do during the class. • The class starts with an icebreaker called "Two truths and one lie". Teachers asks students to get in Padlet. Students write their statements and then they have to guess what the truths are and lies of their classmates. https://padlet.com/cd_paredesguevara98/mgbybxhz3de75rq0 • Some questions are asked about the video so that students give their thoughts.	Engage	10	T-S
• Later, a video is presented to contextualize them in the topic. This video contains vocabulary and useful language related with the topic. https://youtu.be/SBG0nsPuI6Q • Teacher asks some questions in order to introduce students in the grammatical point. • After that, teacher explains the grammar point about quantifiers (much, many, a lot of and how much/how many).	Study	15	T-S

• Teachers asks students if they have doubts.			
• Students complete the exercises that are found on the worksheet provided by the teacher. At the end of the exercise, both teacher and students check the answers. https://es.liveworksheets.com/3-zh228222mr	Activate	10	T-S
• Now teacher asks students to think about their local foods and customs based on the following questions in order to know the different perspectives students have about food. What are the best healthy foods and drinks in your country? How much should you eat or drink every day? • Additionally, teacher shows an example of dialogue.	Study	5	T-S
• Later on, teacher sends students in breakout rooms to talk about local food. They will work in groups of three and have a few minutes to talk. • After that, both teacher and students return to the general session. • Finally, teacher and asks students to share their ideas in front of the class and give quickly comments and feedback. • Teacher finishes the class and say goodbye.	Activate	30	S-S

Source: Paredes, C. (2021)
Elaborated by: Paredes, C. (2021)

Students' Worksheet



B ▶04-09 Listen to the conversations. Write the words that you hear.

1. a _____ of tomatoes and a _____ of sugar
2. a _____ of ice cream and a _____ of cookies
3. a _____ of soda with a _____ of lemon
4. a _____ of blueberries and one _____ of butter

Complete the conversation with *much*, *many*, or *a lot of*. More than one answer may be possible.

A: You have ___a lot of___ (1) ingredients here! What are you making?
B: Cookies. Want to help?
A: Sure, but I don't have _____ (2) time. How long will it take?
B: Not long. Could you get me some flour and sugar, please?
A: OK. How _____ (3) do you need?
B: Two cups of each. Could you get some eggs from the fridge?
A: OK. How _____ (4) do you need?
B: Three. Could you pass the salt?A: Uh-oh.
We don't have _____ (5) salt left.
B: It's OK. I just need a little. There! Now let's put these in the oven.
A: How _____ (6) minutes do they need to bake?
B: About twenty four.
A: Mmm! They smell delicious. How _____ (7) cookies are there?
B: Thirty.
A: And how _____ (8) people are coming over?
B: Five or six. We'll have plenty of cookies left over!

Source: StarUp 3, Student Book.
Elaborated by: Paredes, C. (2021)

Dialogue Model

-Formulate questions with your list made previously.
-Ask your partners to get more information

Example of Dialogue:

A: Hey Martin! How are you going?
B: Everything is all right. However, I am a bit worried about my health. My diet is not adequate and maybe I can problems because of that.
A-How much water do you drink every day?
B-I drink a lot of water. What about you?
A-I drink at least two liters of water per day.
B-How many local products do you include in your diet? Are those organics?
A-Sure, they are grown without chemicals and I include cheese, milk, vegetables in my diet.

……

Source: Paredes, C. (2021)
Elaborated by: Paredes, C. (2021)

Lesson 2

Teacher: Christopher Paredes		**Classroom**: 2nd Semester	
Date & Time: 17 June 2021		**Class Level**: A2	
Context: Technology problems.		**Grammar**: will,may and might	
Teaching aids: worksheets, computers, phones, audios.			
Learners Objectives At the end of the class, students will be able to use the language exposed in class. At the end of the class, students will be able to perform a roleplay about technology issues.			
Procedure	**Phase**	**Timing**	**Interaction**
• Greetings • The agenda is presented at the beginning, so students know what they are going to do during the class. • Then, teacher presents the vocabulary and ask students to repeat the pronunciation. • After that, the teach asks students some questions. -What other items can freeze, stop working, or crash?	Engage	5	T-S
• Teacher presents a text where it is evidenced the use of the grammatical point and asks some questions to predict the uses of will/may/might. • Later on, teacher explains the grammar point in detail and asks students if have doubts.	Study	10	T-S
• Finally, teacher provides a worksheet where the studens will practice some exercises. • https://es.liveworksheets.com/3-gf256708ni • After each exercise, teacher and students checks the answers.	Activate	10	T-S
• Now teacher gives an example of a roleplay activity. In addition to, the script contains idioms, colloquial expressions and the necessary vocabulary to conduct the activity. Also, some instructions are given.	Engage	5	T-S
• Then teacher sends students in breakout rooms and they have to create their own script in groups of three.	Study	20	S-S

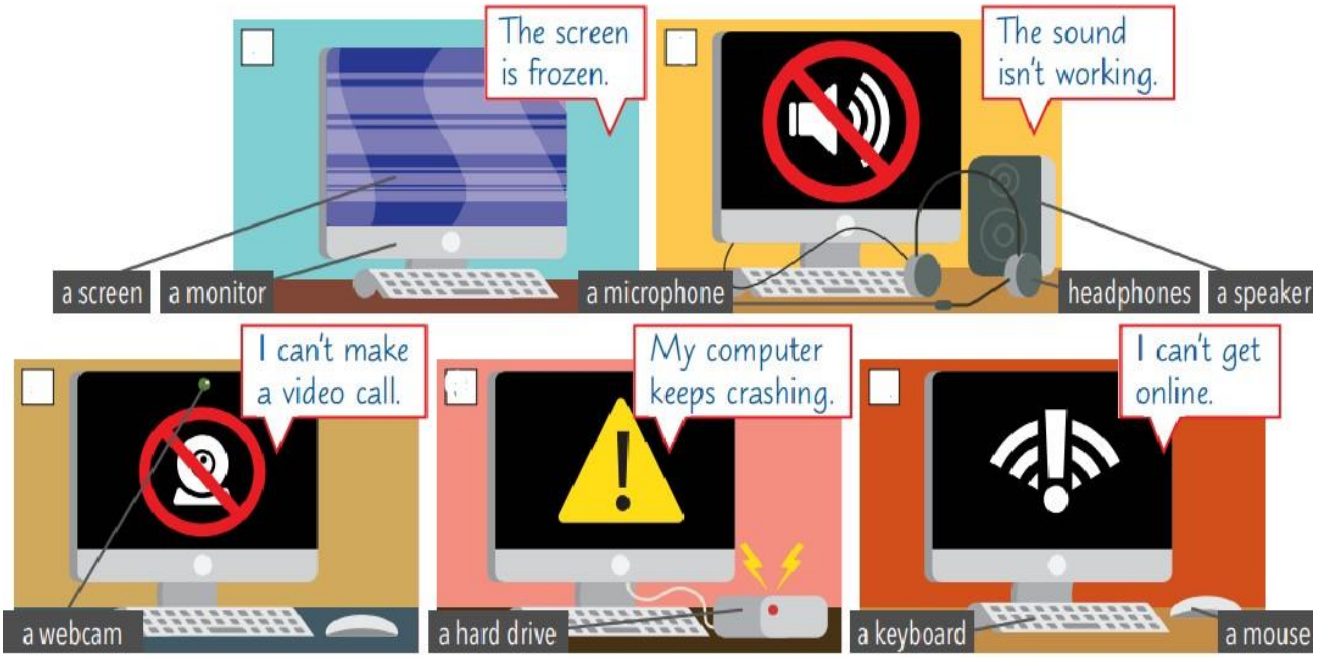
• Teacher clarifies the instructions and specifies that student A has to talk about the problem and the student B has to suggest a possible solution and C student takes the role of a technician who provides the right solution. • Also, teacher incites them to use the language learnt during the class. • While students are working, teacher checks each breakout rooms to help students. • Besides, teacher asks students to record their performances.			
• The students presents their performances and teacher gives some feedback. • Finally, teacher asks students to send their recordings to the whatsapp for students and says goodbye.	Activate	10	S-S

Source: Paredes, C. (2021)
Elaborated by: Paredes, C. (2021)

1 VOCABULARY Technology issues and hardware

Tech support to the rescue!

A ▶05-08 Listen. Then listen and repeat.



B ▶05-09 Listen to the problems. Number the technology issues in 1A.

2) Listen to the senteces and mark the correct answer

1. Ana *will probably* / *will definitely* be late.
2. The coffee shop *might* / *probably won't* have free Wi Fi.
3. Chris *will* / *may* buy new headphones.
4. Restarting the computer *likely won't* / *might* fix the problem.
5. There *will* / *may* be a problem with Mai's hard drive.
6. Alicia *will* / *will probably* cancel their presentation.
7. John and Kirsten *will* / *might* have a video call soon.
8. Selena *may* / *will* have the wrong password.

3) Listen and mark the correct answers.

1. How can Yuki fix her speakers?
   a. unplug the cable and restart the computer
   b. click on the sound icon and change the volume level
   c. unplug and then plug in the speaker cables
2. What problem is Tom having?
   a. His laptop won't start.
   b. He can't log in.
   c. His screen stopped working.
3. What does Sarah have to do after she adds a wireless network?
   a. restart the computer
   b. check the password
   c. connect to the Internet

LISTENING SKILL Listen for instructions

Speakers often use certain phrases to explain instructions. Some of these phrases are *First,..., To start,..., Then,..., After that,..., Next...*, and *And finally...*

4. What should Sam do if Carla isn't free?
   a. call Junior in Tech Support
   b. call someone else in Reception
   c. cancel her presentation
5. What does Julio need to do as a last step?
   a. restart the computer
   b. delete some programs
   c. delete some files
6. What does Katie need to do first?
   a. turn on the speaker
   b. check the webcam
   c. plug in the cables correctly

Source: StarUp 3, Student Book.
Elaborated by: Paredes, C. (2021)

ROLEPLAY MODEL

A: Hi Andrew. How are you going?

B: I'm just peachy. What about you?

A: I can't say the same. I'll have a big problem with my sister.

B: What's going on?

A: Well, my sister let me use her laptop and I've been using it since then but last night just stopped working and I'm not sure what to do.

B: Uh. I'm not a tech lover. But, can I take a look at it?

A: Sure. I would be eternally grateful.

Student B checks the phone…

B: I think that the problem is inside. I mean, the software because the hardware looks great.

A: I'll probably have to go to a technician. Do you know any?

B: Yes! My friend of mine knows everything about technology. I'm plenty sure that he will solve the problem.

A: Ok! Let's go

Students go to the technician….

Technician: Hey! my friend. What brings you here?

B: Hey! Boddy. A friend of mine is in trouble. His sister's computer stopped working. I consider that the problem is inside.

Technician: Can I take a look at it?

A: Surely yes!

Technician checks the laptop…

Technician: Yes I got it! The problem is with the monitor. I think you have to push a key which disables the use of the monitor. If I just push that key everything will get fixed.

A: Are you sure that will solve the problem.

C: yes! That will probably solve the issue.

Source: Paredes, C. (2021)
Elaborated by: Paredes, C. (2021)

Let's communicate

Source: Pinterest
Elaborated by: Paredes, C. (2021)

Lesson 3

Teacher: Christopher Paredes	**Classroom**: 2nd Semester
Date & Time: 18 June 2021	**Class Level**: A2
Context: Talking about meeting preparations	**Grammar**: will, may and might
Teaching aids: worksheets, computers, phones, cards, kahoot	

Learners Objectives

At the end of the class, students will be able to use the language exposed in the class.

At the end of the class, students will be able to complete information by asking questions in pairs about meeting preparations.

Procedure	**Phase**	**Timing**	**Interaction**
• Greetings • The agenda is presented at the beginning, so students know what they are going to do during the class. • The class begins with the presentation of vocabulary by using kahoot. https://create.kahoot.it/share/meeting-preparation-vocabulary/5aa2cf89-6d21-4885-8d9f-a465b9d52090	Engage	10	T-S
• Teacher introduces grammar with some questions? What do you have to do create a presentation? What do you need to send invitations to guests? • Then, teacher explains Have to/Need To.	Study	10	T-S
• For practice, teacher asks students questions, and they have to answer orally.	Activate	5	T-S
• Now teacher gives an example of an Information-gap activity.	Engage	5	T-S

• T. ask a student to participate with him and clarify all the doubts that students can have about the activity.			
• Teacher gives the instructions specifying that neither of them can see the other's information. • T. sends students in breakout room. • Ss works in pairs. Each student has a different card. In each card, there is missing information. So, the students have to ask each other to get their corresponding missing information. • Besides, they have to record when talking and then send it to WhatsApp group. It is important to mention that students have the freedom to use the language they wish to fulfil the activity. • T. will be monitoring and observing their work.	Study	25	S-S
• Finally, both teacher and students return to the main session and of students have to present their cards. Besides, teacher gives some quickly comments and feedback. • In addition to, teacher provides students a worksheet where they have to complete some exercises and submit it in Wizer.com.	Activate	25	S-S

Source: Paredes, C. (2021)
Elaborated by: Paredes, C. (2021)

INFORMATION GAP MODEL

Source: Edublogs
Elaborated by: Paredes, C. (2021)

INFORMATION GAP ACTIVITY (MEETING DESCRIPTIONS)

STUDENT A

MEETING DESCRIPTION

1. **Event modality: _____**
2. **Start time**: _____
3. **Guests**: 50
4. **Default platform**:_____or_____
5. **Necessary equipment**: computers, internet, web cam, microphones.
6. **Host activities:**_____, write and agenda, reserve the meeting room.
7. **Guests activities:**_____, and_____.
8. **Anticipated problems:** moved to next week, connection issues, or cancelled.

STUDENT B

MEETING DESCRIPTION

1. **Event modality:** Virtual
2. **Start time:** At 9:00 o'clock.
3. **Guests**: _____
4. **Default Platform**: Zoom or Microsoft teams
5. **Necessary equipment:**_____, _____,_____, and microphones.
6. **Host activities**: Send the invitations, arrange the video call _____,_____.
7. **Guests activities:** Ordering refreshments and participate.
8. **Anticipated problems:**_____,_____or cancelled.

Source: Paredes, C. (2021)
Elaborated by: Paredes, C. (2021)

WORKSHEET-HOMEWORK

B Complete the sentences with the correct form of *need to* or *have to*. More than one answer may be possible.

1. You don't have to / don't need to make photocopies. We can email it to everyone instead.
2. Sorry I'll be a little late. I _____ meet a new client at the downtown office this morning.
3. Thank you so much for buying my lunch! You _____ do that.
4. You _____ set up your webcam before our video call tomorrow. Do you need help with that?
5. James can't be here this afternoon. He _____ take his daughter to the doctor.
6. Maggie doesn't need to / doesn't have to work late tonight. She already finished her work.
7. _____ reserve a room for our presentation next week?
8. Laura's flight is very early. What time does she need to / does she have to leave?
9. Does Mike _____ write an agenda for the meeting? I think it would help to organize the meeting.

C Write questions using the correct form of *need to* or *have to* and the words in parentheses. More than one answer may be possible.

1. A: (Jack) Does Jack have to work late tonight?
   B: No, but he had to work late on Monday.
2. A: (I) _____ make a reservation for that restaurant?
   B: No, it's not necessary. They usually can seat you right away.
3. A: (she) _____ leave early yesterday?
   B: No, she didn't. Her appointment was canceled.
4. A: (What time, we) _____ be here tomorrow?
   B: No later than 7:00. The meeting starts at 7:15.
5. A: (When, you) _____ turn in your project?
   B: The deadline is next Friday.
6. A: (Why, Scott) _____ go to Korea?
   B: He is going to a conference in Seoul.
7. A: (Alice) _____ arrange a video call?
   B: No, she doesn't. The meeting was canceled.
8. A: (What, we) _____ bring to the conference?
   B: Bring a notebook and your I.D. badge.

Source: StarUp 3, Student Book.
Elaborated by: Paredes, C. (2021)

Lesson 4

Teacher: Christopher Paredes		**Classroom**: 2nd Semester	
Date & Time: 22 June 2021		**Class Level**: A2	
Context: Technological trends		**Grammar**: n/a	
Teaching aids: worksheets, computers, phones, cards, kahoot			
Learners Objectives At the end of the class, students will be able to use the language exposed in the class. At the end of the class, students will be abke to discuss about technological trends.			
Procedure	**Phase**	**Timing**	**Interaction**
• Greetings • The agenda is presented at the beginning, so • students know what they are going to do during • the class. • T. presents a video to introduce vocabulary https://youtu.be/NRUbaAPbmVA • T. asks them some questions related with the video.	Engage	10	T-S
• Now, teacher presents an article about "3D printing" and asks students to observe the picture and the tittle shown in the article. • Then, T. asks some questions in order to let students predict what they are going to read. • Later on, T. gives students a few minutes to read the information.	Study	10	T-S
• Teacher provides students a worksheet where they will find two exercises to check students' understanding. At the end, both teacher and students check the correct answers. https://es.liveworksheets.com/3-qy283660ld	Activate	5	T-S
• Now, teacher asks students to think about advantages and disadvantages of "3d printer". • In addition to, T. asks ss to make a list of it. https://padlet.com/cd_paredesguevara98/33lpo4nuso9f38my	Engage	5	T-S

• Also, teacher provides students with a list of uselful phrases and expressions to discuss in groups			
• T. sends students in breakout rooms. They will work in groups of 4 assigned randomly. • Ss have can formulate some questions to discuss about advantages and disadvantages of 3D printer using their lists and the vocabulary taught during the lesson. • So, they will have a few minutes to discuss meanwhile T. will be monitoring they are working. Also, they will have to record when discussing and send it to the whatsapp group.	Study	25	S-S
• Each group presents the most important points about what they have discussed and provide a conclusion.	Activate	10	S-S

Source: Paredes, C. (2021)
Elaborated by: Paredes, C (2021)

Worksheet

3D PRINTING: A WHOLE NEW WORLD

Most people today know about 3D printers. These are machines that "print" three-dimensional objects from a computer program. The objects are built using thousands of tiny little slices. The slices are layered together to form a solid object. At first, 3D printers only made small, simple plastic objects. But the technology behind them is improving every day. So, what will we be "printing" in the future?

New Ways to Make Food

Today, many people do not have enough food, but 3D printing will soon be able to help. Scientists are creating new 3D-printed foods which could be given to people without food, such as those who have been through a disaster. 3D foods can be made with the vitamins and minerals that people need to be healthy using ingredients that are grown quickly and easily. For example, different types of plants like algae and grass. These foods can also be designed so that they are easy to move and deliver.

New Ways to Build

There are places around the world where it is hard to find a clean and inexpensive place to live. In addition, a lot of natural resources are used in traditional building. But scientists have found a way to build homes with the help of a huge 3D printer. These homes are cheaper but still strong, and produce less waste. In China, an entire 3D-printed house was made in one month. In the future, all new homes might be made with 3D printers.

3D printers can make many different kinds of objects.

New Ways to Save Lives

The strangest and most exciting area of 3D printing could be medicine. Today, we are able to print medical equipment, prosthetics, like artificial arms and legs, and even skin! But we could do so much more. Take organs, for example. They're not always available, so people often have to wait a long time for one. But someday, doctors might be able to print out a new lung for someone or even a new heart if the "ink" of a 3D printer was made of cells.

Clearly the future of 3D printing is so much more than simple plastic objects. Someday, 3D printing will likely be involved in every part of our lives!

3 CHECK YOUR UNDERSTANDING

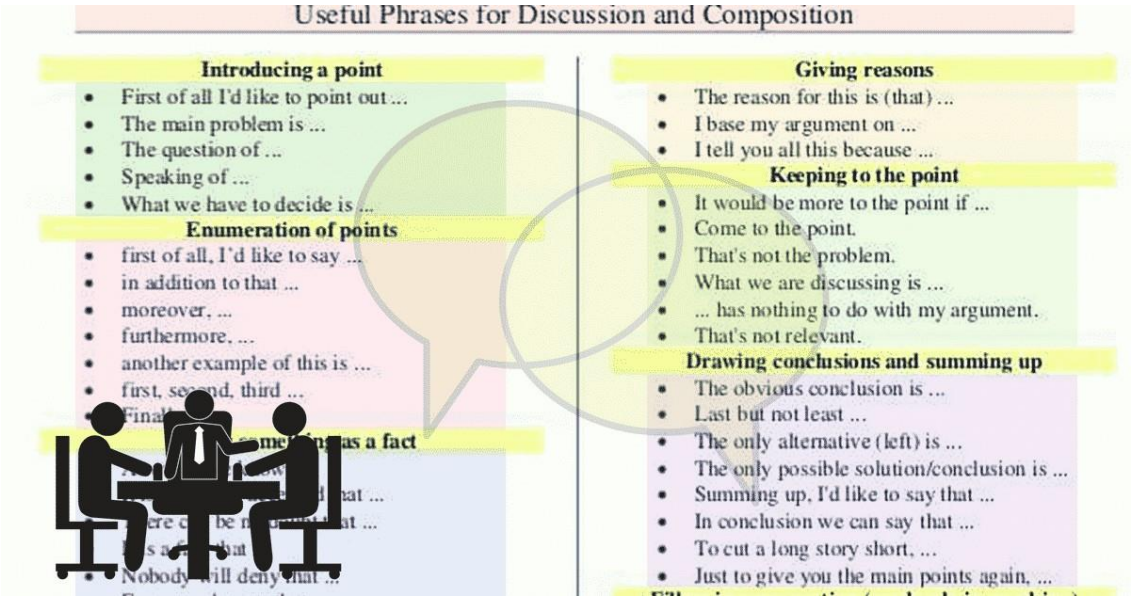
A Which statement best describes the main idea of the article?

a. 3D printing is a fun way to create small plastic objects.
b. 3D printing can change the way we do many things.
c. 3D printing is a technology that has been completely developed.

B Read the article again. Complete the sentences.

1. 3D-printed food can be made out of _____ like algae and grass.
2. 3D-printed houses are less _____ and produce less _____ .
3. When 3D printers use _____ as the ink, they will be able to print _____ like a new lung or heart.
4. 3D printing will change _____ because it will help heal people.

Source: StarUp 3, Student Book.
Elaborated by: Paredes, C. (2021)



Source: ESL BUZZ Website
Elaborated by: Paredes, C. (2021)

Annex N°5. KET Exam (Post-test)

Test 2

Part 1 (3-4 minutes)

Phase 1
Interlocutor

To both candidates	Good morning / afternoon / evening. Can I have your mark sheets, please?
	Hand over the mark sheets to the Assessor.
	I'm ……, and this is …… .
To Candidate A	What's your name?
To Candidate B	And what's your name?

		Back-up prompts
	B, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in … (name of district / town etc.)?
	Thank you.	
	A, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in … (name of district / town etc.)?
	Thank you.	

Phase 2
Interlocutor

Now, let's talk about **music**.

	Back-up prompts
A, how often do you listen to music?	Do you listen to music every day?
What music do you like best?	Do you like rock music?
B, what is your favourite instrument?	Do you like the piano?
Where do you like listening to music?	Do you like going to concerts?

Extended Response	**Back-up questions**
Now **A**, please tell me something about your favourite singer or group?	Where is your favourite singer from? Why do you like them? Do your friends like them too?

Phase 1

Interlocutor

3-4 minutes

Now, in this part of the test you are going to talk together.

*Place **Part 2** booklet, open at **Task 2b**, in front of candidates.*

Here are some pictures that show **different holidays**.

Do you like these different holidays? Say why or why not. I'll say that again.

Do you like these different holidays? Say why or why not.

All right? Now, talk together.

Candidates

.....

Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.

Interlocutor / Candidates

Use as appropriate. Ask each candidate at least one question.

Do you think....
...beach holidays are fun?
...city holidays are interesting?
...camping holidays are exciting?
...walking holidays are expensive?
...holidays in the mountain are boring?

Optional prompt
Why?/Why not?

What do **you** think?

Interlocutor

So, **A**, which of these holidays do you like best?
And you, **B**, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?) *Retrieve **Part 2** booklet.*

Phase 2

Interlocutor

Allow up to 2 minutes

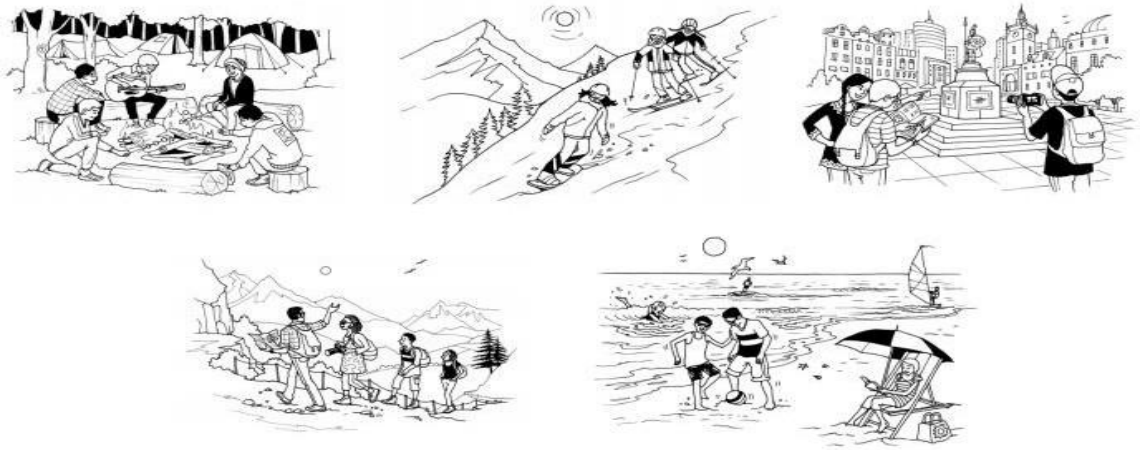
Now, do you prefer to go on holidays with your friends or with your family, **B**? (Why?)

And what about you, **A**? (Do you prefer to go on holidays with your friends or with your family?) (Why?)

Which country would you like to visit in the future, **A**? (Why?)

And you, **B**? (Which country would you like to visit in the future?) (Why?)

Do you like these different holidays?



Source: KET Exam (Post-test)
Developed by: Paredes, C. (2021)

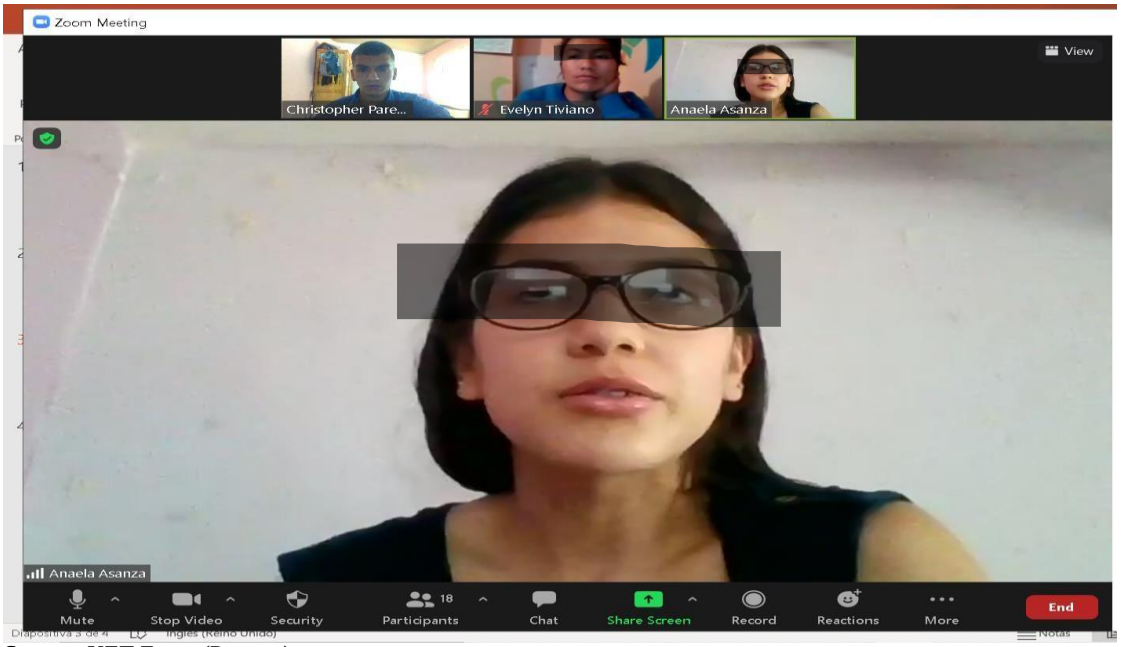
Annex N 6. Final Scores (Post-test)Source: Excel

Students List		Grammar an	Pronunciatio	Interactive Com	Total
Allqui Barrer	Evelyn Karen	2.0	2.0	3	2.3
Asanza Brav	Abi Anaela	4.0	4.0	3	3.7
Ayala Tipanl	Dayana Licet	2.0	2.0	2	2.0
Bravo Acosta	Carlos André	3.0	4.0	4	3.7
Cajamarca Ti	Stefanny Van	3.0	3.0	3	3.0
Chasi Baquer	Odalis Danie	3.0	3.0	4	3.3
Chisag Poaq	Diana Estefa	3.0	3.0	5	3.7
Colcha Nuñe	Darwin Anib	3.0	3.0	3	3.0
Cruz Torres	Eugenio José	2.0	2.0	3	2.3
Cuyo Topa	Kevin Adrián	3.0	3.0	4	3.3
Díaz Robayo	Dayana Mag	4.0	4.0	3	3.7
Espinosa Rod	Domenica Sa	4.0	4.0	5	4.3
García Cabre	María Elisa	3.0	4.0	5	4.0
Lescano Aco	Angie Belén	3.0	3.0	2	2.7
López Espín	Doris Isis	3.0	4.0	4	3.7
López Moral	Katheryn Liz	2.0	2.0	3	2.3
López Villacis	Johanna Fer	3.0	3.0	4	3.3
Melo Pérez	Daniela Karin	2.0	2.0	3	2.3
Morales Que	Lizbeth Andr	3.0	2.0	4	3.0
Naranjo May	Carlos Mauri	4.0	5.0	5	4.7
Oña Endara	Dany Alexan	3.0	4.0	3	
Paucar Mach	Katherine Vi	3.0	3.0	3	
Pérez Gueva	Selena Jazmi	3.0	3.0	5	
Pérez Piñalo	Viviana Mich	2.0	2.0		
Pérez Yanch	William Seba	3.0	3.0		
Pinto Abril	Hilary Sthep	4.0	4.0		

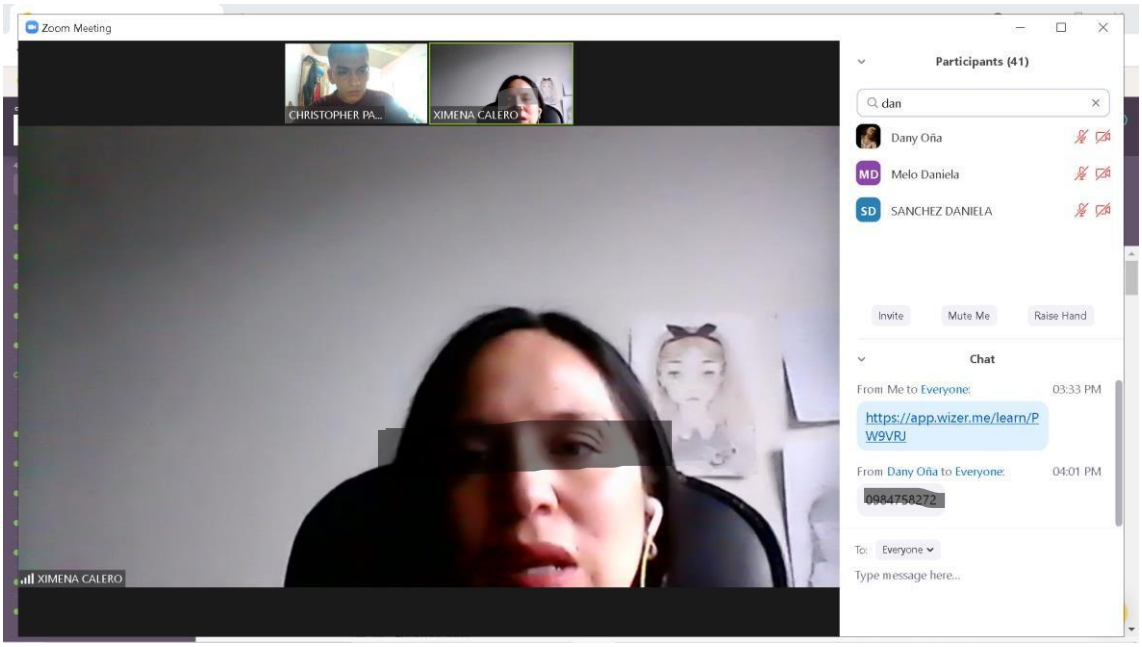
Preciado Sán Debra Denis	**2.0**	**2.0**
Ramos EscobJason Marce	**2.0**	**3**
Salazar GuamCristina Mari	**4.0**	
Salina TamayCristina Alex	**4.0**	
Sánchez Rod Daniela Lisbe	**2.**	
Sandoval Oc David Ernest		
Tamayo Barr María Cristin		
Tiviano Fran Evelin Lizbet		
Toapanta NuAlison Li		
Torres CórdoEsth		
Tubon GuamI		
Vaca Cojit		
Yanch		
A		

Source: Excel
Developed by: Paredes, C. (2021)

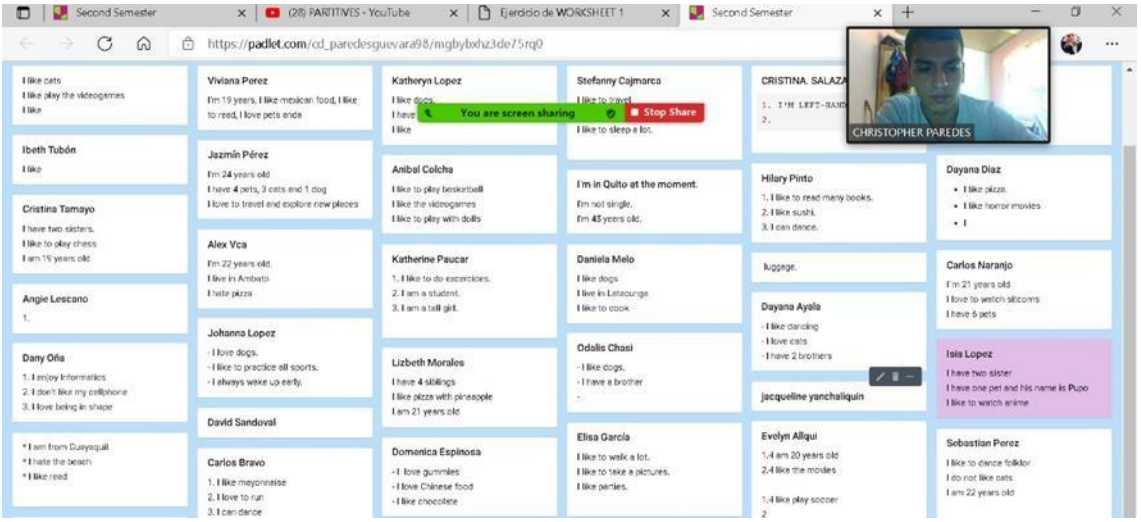
Annex N 7. Photos



Source: KET Exam (Pre-test)
Developed by: Paredes, C. (2021)



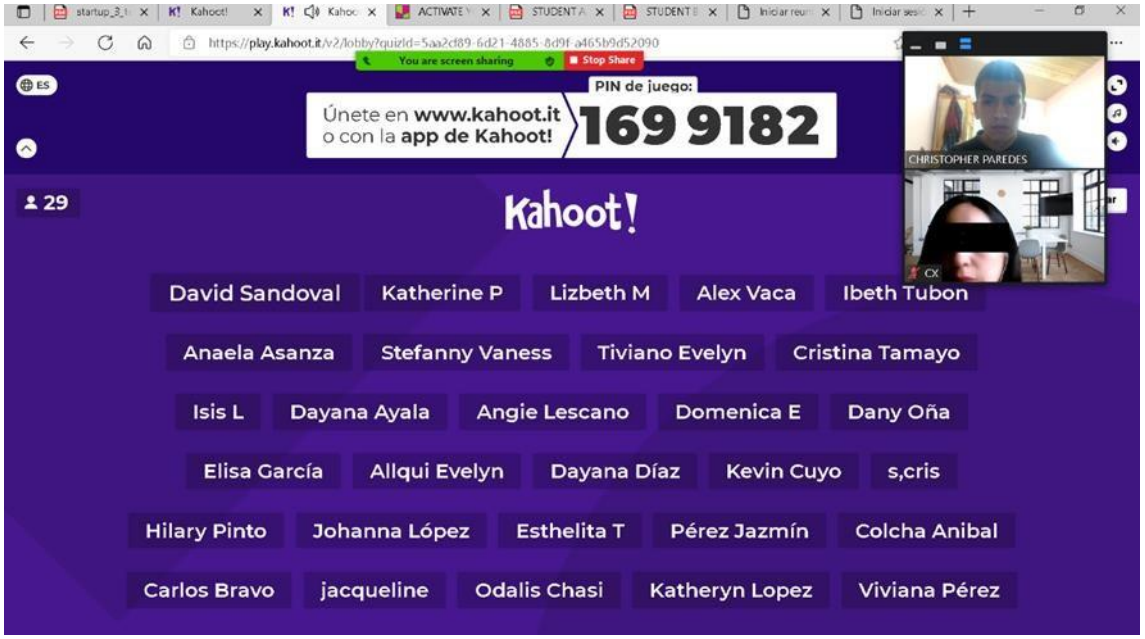
Source: Lesson 1
Developed by: Paredes, C. (2021)



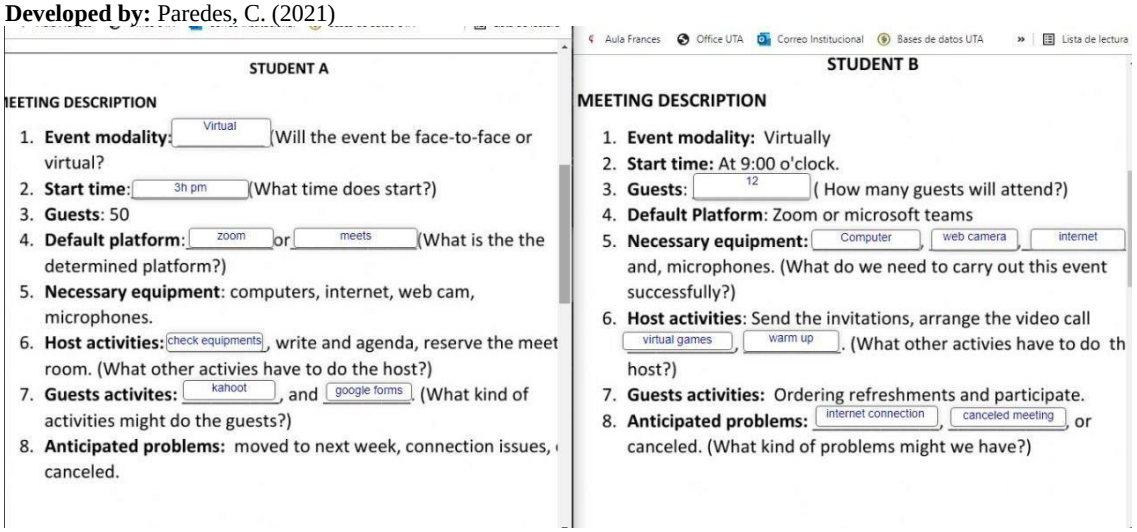
Source: Lesson 1, Padlet
Developed by: Paredes, C. (2021)

Source: Lesson 2
Developed by: Paredes, C. (2021

Source: Lesson 2, WhatsApp recordings.
Developed by: Paredes, C. (2021)

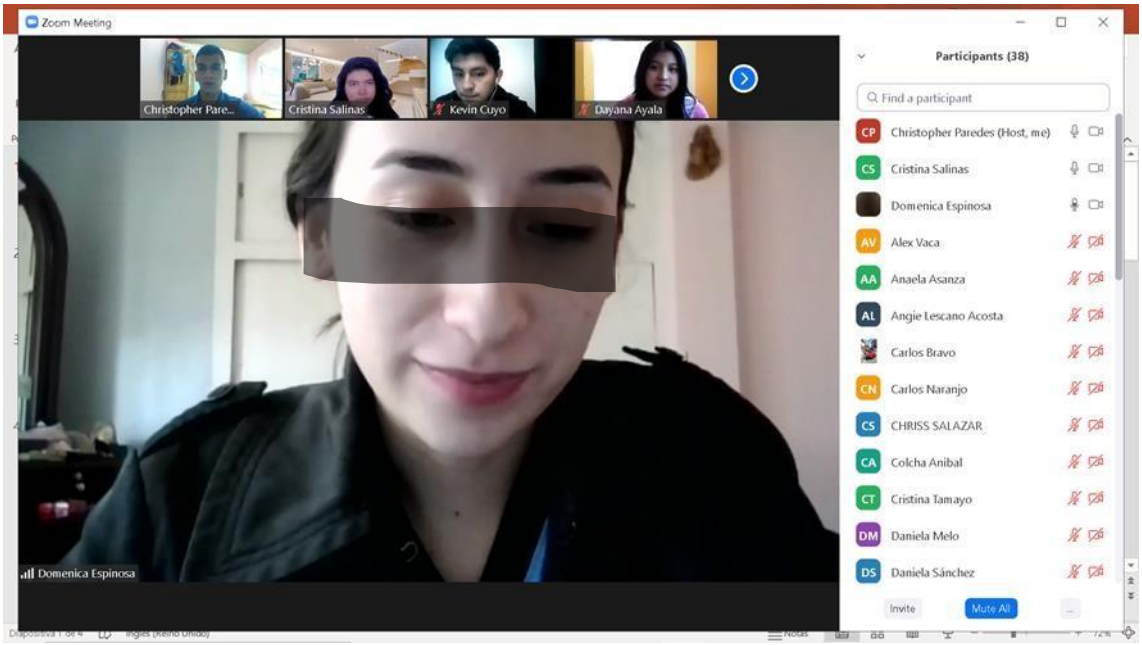


Source: Lesson 3, Kahoot
Developed by: Paredes, C. (2021)

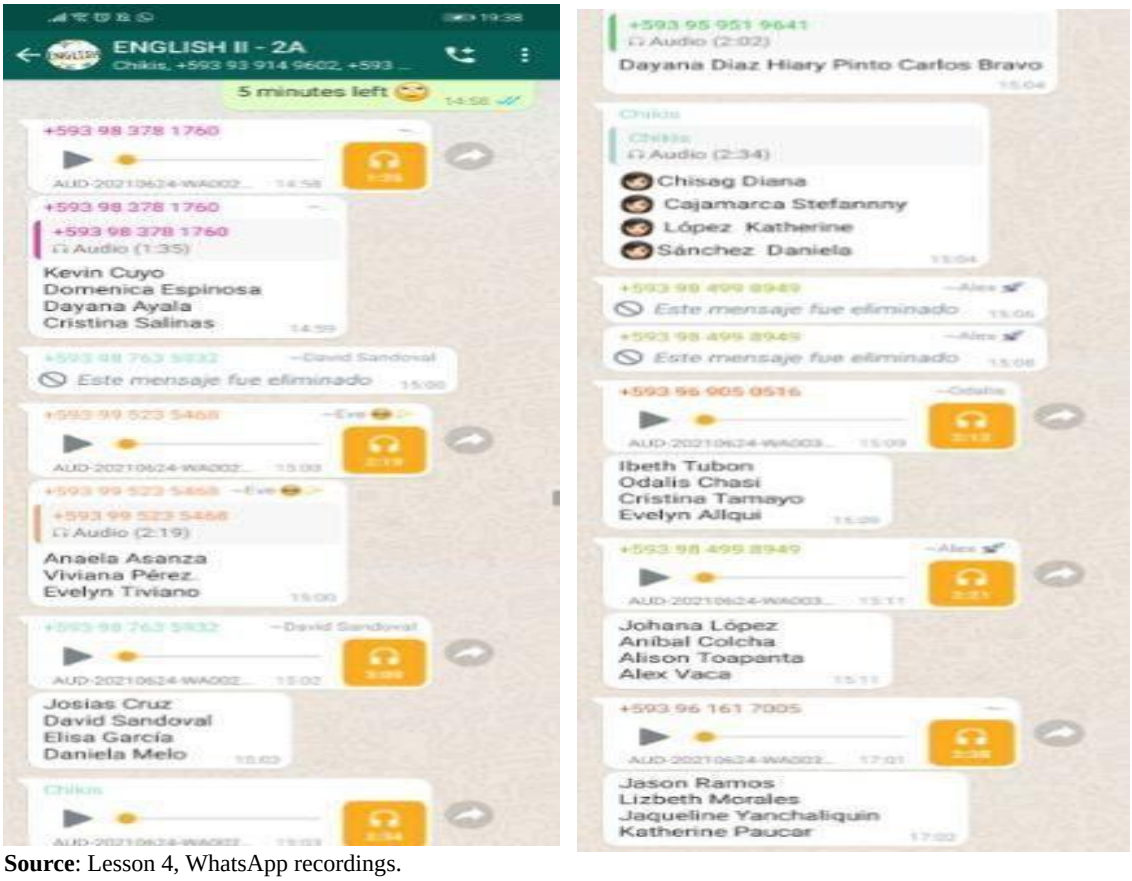


Source: Lesson 3, Screenshot taken by Viviana Perez and Carlos Naranjo
Developed by: Paredes, C.(2021)

Source: Lesson 3 WhatsApp recordings.
Developed by: Paredes, C. (2021)



Source: Lesson 4
Developed by: Paredes, C. (2021)



Source: Lesson 4, WhatsApp recordings.
Developed by: Paredes, C. (2021)

Source: KET Exam (Post-test)
Developed by: Paredes, C. (2021)

Annex N 8. Students' Authorization

Ambato, 03 Junio del 2021

Sres.

ESTUDIANTES DE SEGUNDO SEMESTRE "A" CARRERA DE P.I.N.E

Presente.

De mi consideración:

Yo, Christopher Damian Paredes Guevara, con C.I #180503439-2, estudiante de Noveno Semestre de la Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, solicito muy comedidamente a los estudiantes del SEGUNDO SEMESTRE "A" P.I.N.E, me concedan la autorización para realizar la aplicación del trabajo de Titulación: REAL CONTEXT ACTIVITIES AND ORAL SKILL", y en conjunto solicito el permiso para realizar capturas de pantalla de las clases.

Seguro de contar con la aplicación a mi petición, quedo muy agradecido.

Atentamente.

Christopher Damian Paredes Guevara

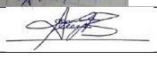
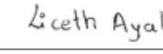
C.I #180503439-2

ESTUDIANTE DE NOVENO SEMESTRE

CARRERA DE PEGAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ESTUDIANTES DE SEGUNDO SEMESTRE “A” CARRERA P.I.N.E

Autorización de los estudiantes: Firmas escaneadas como imagen.

N	NOMBRES Y APELLIDOS	FIRMA
1	Evelyn Karen Allqui Barrera	
2	Abi Anaela Asanza Bravo	
3	Dayana Liceth Ayala Tipanluisa	
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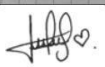
5	Stefanny Vanessa Cajamarca Tipantuña	
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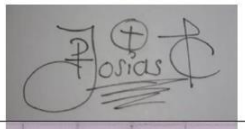
8	Darwin Anibal Colcha Nuñez	
9	Eugenio Josías Cruz Torres	
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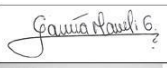
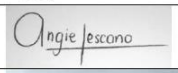
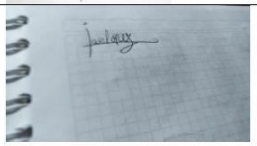
13	María Elisa García Cabrera	
14	Angie Belén Lescano Acosta	
15	Doris Isis López Espín	
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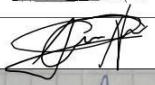
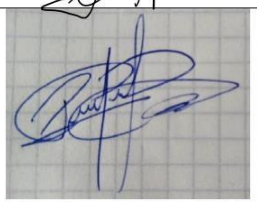
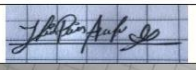
20	Carlos Mauricio Naranjo Mayorga	
21	Dany Alexander Oña Endara	
22	Katherine Viviana Paucar Machado	
23	Selena Jazmin Pérez Guevara	
24	Viviana Michelle Pérez Piñaloza	

25	William Sebastian Pérez Yancha	
26	Hilary Sthephanie Pinto Abril	
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28	Jason Marcelino Ramos Escobar	
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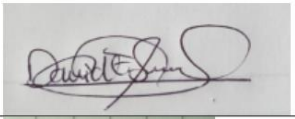
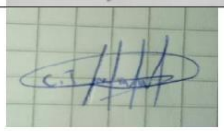
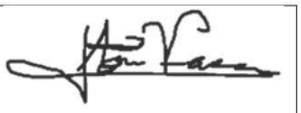
31	Daniela Lisbeth Sánchez Rodríguez	
32	David Ernesto Sandoval Ocaña	
33	María Cristina Tamayo Barrionuevo	
34	Evelin Lizbeth Tiviano Franco	
35	Alison Liliana Toapanta Nuela	
36	Esthela Elizabeth Torres Córdova	
37	Ibeth Celena Tubon Guamán	
38	Alex Vinicio Vaca Cojitambo	
39	Blanca Jacqueline Yanchaliquin Sigcha	

Annex N 9. Urkund Report

VERONICA ELIZABETH CHICAIZA REDIN

Firmado digitalmente por VERONICA ELIZABETH CHICAIZA REDIN
DN: c=VERONICA ELIZABETH CHICAIZA REDIN o=EC o=SECURITY DATA S.A. 2 o=ENTIDAD DE CERTIFICACION DE INFORMACION
Motivo: Soy el autor de este documento
Ubicación:
Fecha: 2021-07-21 15:30-0500

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